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A Social and Political Necessity



Wilson L. Gill.

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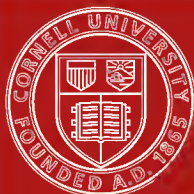
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A Social and Political Necessity

MORAL, CIVIC AND INDUSTRIAL TRAINING
EXPERIENCES, REPORTS AND PROPOSED
LEGISLATION

BY

WILSON L. GILL, LL.B.,
PRESIDENT OF THE PATRIOTIC LEAGUE,
GENERAL SUPERVISOR OF MORAL AND CIVIC TRAINING,
PUBLIC SCHOOLS OF CUBA, UNDER THE
AMERICAN ADMINISTRATION

AND BY

MILITARY, LEGISLATIVE AND EDUCATIONAL OFFICERS,
PRINCIPALS, TEACHERS AND STUDENTS

MUNICIPAL GOVERNMENT in the hands of the people, is not and never can be permanently honest and reasonably effective for the good of all, until the whole people is not only taught the principles and practices of unselfish popular government, but also trained in the schools into the character and habits of faithful citizenship. This book shows the way this is being done practically, and this is the ONLY possible way.



THE PATRIOTIC LEAGUE
NEW PALTZ AND NEW YORK CITY



SHARPENING one's wits and filling one's memory with general information and the knowledge of right and wrong, while the teacher talks learnedly about child study, pedagogics or other educational topics, will not prevent one's becoming a defaulting cashier or a bad citizen in other respects. You sharpen his tools and load his fire-arms for good and for mischief alike. This is what the schools in general are doing in the United States and throughout the world. TRAINING the conscience and one's habits PRACTICALLY, so that one shall JUDGE and ACT kindly, honestly, vigorously and wisely, is what makes good character and good citizenship, and this the schools are NOT doing. The School City furnishes the successful method for doing this. Cuba was the first country in the world to recognize this practically, thanks to General Wood, and the State of Vera Cruz, in the Republic of Mexico, was the next, thanks to Governor Teodoro Dehesa and Mrs. Addie Northam Fields.

CHILDREN in the cities play gambling games, and when they are grown they are gamblers. No amount of preaching or of teaching from books will put an end to this, neither can they be forced to do it by grown people. They can be led to do it themselves, if an adequate method be followed intelligently, and the School City is the ONLY such method. By this method the children can be led to eradicate from themselves the roots which otherwise will develop into perjury, cheating, stealing, drunkenness, cruelty, disloyalty, riots, anarchy, and other crimes of adults.



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What is the SCHOOL CITY? See pages 7, 19, 58 etc.



THE SCHOOL CITY for moral and civic training is far past the experimental stage. It has been in successful operation ever since July, 1897. Therefore if any teacher should now fail in its use, it would not be to the discredit of the method, but would only show that through ignorance of the method, simple as it is, or from a lack of ordinary diligence in its use, such as must be used to make a success of anything, even the hewing of wood or drawing of water, the teacher demonstrates that he is derelict in his duty, so far as this important part is concerned, and that he, not the method, is in default.

MORAL AND CIVIC TRAINING (not simply the teaching of precepts) is of sufficient importance to warrant the detailing of teachers and supervisors for it, and, moreover, the changed and changing conditions in this country, demand this for the preservation of liberty and of democratic institutions.

THE COST ought not to be a consideration, as the moral and civic results needed and in reach by the use of this method are of such vast importance to our nation, but it is a fact, that the saving, in both money and nerve force, easily effected by the School City, can be made to far exceed its cost.

THIRTY-TWO dollars a year is spent on each public school child in some cities to sharpen his wits. Does it not seem as if as much as one dollar each, if necessary, might be spent to train him to habitually use his powers in ways that do not lead to private or public harm, but to good for him and the good of all?



Moral, Civic and Industrial Training

THE OBJECT of this book is to help the friends of moral and civic reform to see some of the neglected roots of the disease with which American municipal and other social and political affairs are afflicted, and show them that the School City is a practical, effectual and inexpensive remedy for the worst features of the disease; to call attention to the fact that the moral and civic welfare of our nation demands that our young people, in the schools, in the army, everywhere shall be trained in practical, profit-producing industry; to strengthen school officials, teachers and pupils in the idea that in using the School City method of school discipline or government, they are standing on firm ground; to put into the hands of friends of the cause of moral and civic training, some material which I hope may prove suggestive and helpful to them. As the subject is simple and there is much testimony on the same points, there is necessarily considerable repetition.

To show how the idea is regarded in some other parts of the world some items are introduced from Great Britain, France, Spain and Mexico. To show how it is regarded at home, in the United States, testimony, of which there is very much more to the same effect, is given from some of those who have had experience in using the School City method of moral and civic training.

As Cuba is the first state in the world to adopt and put in operation in its public schools a system of moral and civic training, from which excellent results are obtained, and to make official reports on it, it seems fit to give some of these reports in this place.

I went to Cuba at the request of General Wood to establish moral and civic training in the public schools,

and was most successful in this mission. It became evident to me that other improvements ought to be introduced for the moral and civic welfare and prosperity of the people. These improvements would be of vast importance to that little nation, and could be made with a very small expenditure of money, and I hope the way may open for me, or someone else, to return and carry them into effect. At the close of the American occupation, the Secretary of War, having investigated the results of my work and being greatly pleased, requested me to go to Washington to consult with him and Governor Taft and arrange to establish moral and civic training in the Philippines. I resigned my office of Supervisor of Moral and Civic Training in Cuba to comply with this wish, and apparently, as a result, the Filipinos will have moral and civic training,

This is especially gratifying since at the time Gen. Wood called me to Cuba, Secretary Root did not favor my going but he remarked to me last February, "It was not lack of appreciation of the value of your ideas on moral and civic education, that made me doubt the wisdom of your going to Cuba, but I thought with President Elliot, that it was illtimed; but now I want you to know that I have gotten most satisfactory reports and am deeply gratified that you went and have accomplished so much good."

To advocate this social and political reform, for which the times are surely ripe, involves expenditures for printing, correspondence, travelling and the living expenses of whoever devotes his time to the work. In the past two years much has been accomplished, but not without considerable expense, all of which I have paid for, and not as much as one cent has been received from any person to help. I say this, because the work has been amply proven to be of important social and political value and my financial resources are not adequate to carry it on without help, and I hope this may come to the attention of some person who is able and may be willing to furnish the money necessary to push the work vigorously.

New Paltz, N. Y., Sept. 1st, 1902.

W. L. G.

Civic Disease

CHAPTER I

SOME OF ITS ROOTS AND REMEDIES

That there is civic disease in our municipalities, every patriot deplores, but what are symptoms and what are roots of the disease, few seem able to see. I do not mean this to be a complete diagnosis of the case, but so far as it goes, it is certainly correct, and the remedies proposed are so nearly self-evident that it will not be necessary to discuss them at length to enable a thinking person to understand. For instance, intelligent city people do not attend to their civic duties; train the children is the remedy: people owning property, the value of which, for purposes of taxation, cannot be ascertained except by confession of the owner, withhold the information to the extent of moral damage to themselves and the community; and industry and improvements are discouraged by present methods of taxation; the remedy is to reform the methods of taxation—New Zealand has shown how this may be done: young people come out of the high schools with habits of irresponsibility which are a serious stumbling block to their progress in business; civic and industrial training is the proposed remedy: our soldiers, not on active duty, aside from times of rest, have four or more hours of undirected working time each day, which is spent in loafing, fixing on themselves habits that unfit them for civic life, and making an army career undesirable and a means of corrupting instead of benefitting the boys who go into it; the remedy is practical, profit-producing industry: little children are natural imitators of children a little older than themselves and of grown people, which fact points toward an immense educational force not availed of by our public schools, and to a needed reform in teaching methods; Bell and Lancaster, nearly a hundred years ago, showed how this may be remedied. Some of the ideas may be tabulated as follows:

CHAPTER 11

Some Reform Ideas

Best Morality, Best Industry and Best Citizenship, are Inseparable and Dependent upon each other

Good morals and the spirit of helpful co-operation,
PRODUCTIVE INDUSTRY, (not child slavery)

Proper rest, recreation, cleanliness, clothing, housing
and nourishment, are necessary to

Best Citizenship, and any scheme of education which
does not take all these into consideration, besides
necessary drills and instruction from text-books,
has not yet reached the limit of its usefulness to
the nation, or to its children, who are apt to be-
come in some measure its victims, instead of alto-
gether its beneficiaries.

IN THE SCHOOLS.—This idea, properly developed in
the Schools will make them more effective for
every good purpose. Eventually if not immediately,
it will reduce the cost of maintaining schools for any
given number of children. It will lift to a higher
plane the morality, industries, health, happiness,
wealth and citizenship of the community.

IN THE ARMY.—This idea properly developed in the
Army among young men in the first term of enlist-
ment, will result in,—

- 1st. The use of the enlisted men's waste time;
- 2nd. Killing the loafing habit;
- 3rd. Reducing gambling, tippling and other vices;
- 4th. Giving the men useful trades;
- 5th. Making the men more intelligent, interested,
healthy, obedient soldiers:
- 6th. Making good, industrious citizens of the sol-
diers, instead of spoiling them for ordinary civic
industry and independence, as at present;
- 7th. Enabling the men after leaving the army to
support themselves and their families honora-
bly;

- 8th. Producing some capital for the men's use after leaving the army;
- 9th. Reducing the cost of maintaining the army;
- 10th. Making the men more contented, and thus reducing the number of desertions;
- 11th. Rendering enlistment easy and rapid, by making it evident to parents and friends that the boys' character will be benefited instead of ruined.

These points are so nearly self evident that it seems needless to argue them. It is the application of known principles to known conditions, and the results can be predicted with absolute certainty, if a man of good judgment is permitted to direct the work.

If the necessary facilities are furnished, it will be easier and cheaper to develop both applications of the whole idea in one place and at one time than only a fraction at a time.

TAXES.—In a given community of adults, there can not be best morality, best industry and best citizenship, unless the system of taxation is constructed to encourage industry, building, improvements, cleanliness, health, happiness, honesty and truth. The ancient system, still in use nearly all over the world, is constructed as if the first intention were to restrain all these, and make them impossible for a large part of the people, and the producing of a permanent revenue only a remote consideration. This remark is not intended to apply to customs and indirect taxes.

The attempt has always been made, in all countries, to tax things which may be hidden, such as money, jewels and valuable papers, and the values of rentals and other sources of revenue for a knowledge of which the assessors must depend on the confessions of the owner, with the general result of tempting both officers and people to do wrong and to incite bitter feelings against the government. Therefore, it is desirable to find a way by which the owners of such property may be taxed for approximately the same amount without

encountering the difficulties attending the taxation of such things.

CHAPTER III

Civic Hpathy and a Remedy

BRIEF STATEMENT OF THE REASON FOR DEVELOPING THE SCHOOL CITY METHOD OF MORAL AND CIVIC TRAINING, AND EXPLANATION OF THE PLAN

IF OUR NATION IS TO BE ONE OF CITIZENS AND NOT OF SUBJECTS, IT MUST BEGIN TO TRAIN ITS CHILDREN AS CITIZENS AND STOP TRAINING THEM AS SUBJECTS

Unfortunate Condition in Our Country that Needs to be Cured

Educated men in the cities of the United States as a rule neglect such municipal duties as attending primaries or caucuses, and serving on boards of education and in city councils. In consequence of this, American municipal affairs are in the hands of schemers who can command the following of the ignorant part of the population, or of men who are incompetent for the important business of the public.

A Root of the Evil.

Competent men stick too close to their private business; but that is not the root of the evil.

Party politics enter into purely business offices and transactions—that is fruit, not root.

All government, school government being the most influential, in contact with which educated people come during that period of life when character and habits are formed, is monarchy. That is one of the roots and a chief one. So far as there is any intention in this, it is to teach obedience. It generally fails in this object, except in some outside appearances, while underneath is a constantly increasing current of disregard and contempt of personal responsibility for government, of established authority, and the establishing

of the habit of neglect of one's political rights and duties.

We teach reading by having the child read; writing by having him write; arithmetic by having him figure; spelling by having him spell. The rights, duties and morality of citizenship we do not attempt to teach to any except the few who go through high schools and colleges, and to this few we bring no practice in citizenship—only a mind and memory exercise from some books on civil government.

A Remedy

If we are to accomplish any practical cure, it must be by teaching citizenship as practically as we do reading, writing and arithmetic; by having all children, from the youngest to the oldest, made into citizens instead of subjects, and guided by the teachers in the performance of the duties of citizenship. These ideas have given rise to a most successful system of moral and civic training for this purpose, known as the "School City." This is not an experiment. It has been in successful use in many schools for years.

Some Details

A school is organized as if it were a city, each room being a ward. All the children elect a city council, a mayor and other officials. Police and other departments are established. The children make and execute their laws and have their own judiciary. The teachers guide them and protect them from the development of any impure or improper methods. The moral results are wonderfully fine, and civic knowledge is imparted with amazing rapidity. State and national citizenship is taught similarly. Needed improvements in the machinery of government, such as proportional representation, the initiative, and referendum are taught practically. The childrens' respect for their teachers and for authority in general is largely increased.

Adult Citizenship

If it is desirable that adult Porto Ricans, Filipinos, and our own countrymen, shall understand citizenship,

it will be a great aid to such understanding if there is placed before them, wherever there is a school, a working model of that kind of government and citizenship which is desired.

The Cost

There is no cost for teaching, as it is simply a method for maintaining order by means of popular government in place of monarchy, but supervision is necessary and a very small amount of printing, the expense of which is almost nothing when compared with the economy effected by it. Other school work is not interrupted in the slightest, but on the contrary is greatly facilitated.

* * * * *

CHAPTER IV

Practical Industry

NECESSARY TO A COMPLETE SYSTEM OF MORAL AND
• CIVIC TRAINING

A republic, for its own defence, ought to require by statute, that its people while children and plastic, before their characters are formed and crystalized, shall be trained in the public schools to form the habits of intelligent and faithful citizens of the republic, and not as the subjects of a monarchical form of government, which is the ordinary form of school government throughout the United States as well as the rest of the world except Cuba. The Governor of the State of Vera Cruz in the Republic of Mexico, has taken the initial steps for the introduction of the School City method of training for citizenship, as has the Secretary of War and Governor Taft, for the Philippine Islands.

Since our American schools were inaugurated there has been a social and industrial revolution which has completely changed the conditions to meet which the schools were established. While the schools have multiplied and changed and consume much more of the child's time, this has been done, apparently in

utter blindness to the nature of the changed conditions in the community. The new conditions call for a totally different kind of service from that which was needed before city occupations developed and robbed child-life of that constant contact and work with its parents, which furnished moral, industrial and civic training, which was both the entire foundation and most of the superstructure of the excellent education of our colonial ancestors. As compared with these elements those added by the schools, however useful they may be, are of but small importance.

The School City is one of the results of the attempt to restore to childhood and youth as much as possible of those elements of education which disappeared when modern machinery took the place of the old time home industries and methods of farm work, and separated the children from their parents. It is, and has been for several years, thoroughly successful in restoring some valuable and important elements of moral and civic training, but other elements are just as imperatively demanded. Profitable, productive, visibly remunerative industry, occupying several hours each day, is necessary for the development of best character. Our educational system that is blind to these facts is not only stupid, but, it seems to me, criminally stupid and negligent; and laws in some of the states that prohibit child labor in factories are just as cruel and short sighted as is the negligence to put *any* limit to the hours and conditions of child labor, where the little ones are being dwarfed in body and soul by over work in the factories, or that country across the Gulf of Mexico, into which is pouring a constant stream of boys to work in the fields a few months and die. These awful results would not come to the poor little children if they were provided with properly chosen and organized remunerative work under state supervision, and, if necessary, provided by the state for the lives, liberty and pursuit of happiness of her people. This would be far less expensive and far more sensible than to allow thousands of her children to be needlessly ruined, and then provide in some inadequate

way to take care of them in prisons and insane and other hospitals. We can have millions of dollars for such things and universities, but nothing to keep God's little ones out of such places, except a pittance to a few deserving institutions. At this point it may be well to suggest that the universities might be able to put off the character of asylums for unfortunate youth ignorantly prolonging an inadequate, misdirected course of training, and be what they aim to be, if the boys before reaching them should have proper moral training, an absolutely necessary element of which is profit-producing industrial work, not "manual training" an hour a week, but real work, several hours every work day.

The School City has not necessarily any thing to do with this phase of the present educational problem, but the investigation which gave the School City as one of its results made clear the necessity for industrial training for the moral development of our people, and also the necessity, for the moral well being of society that people should be trained, while still children, to see the public need of taxes, to assess taxes wisely, and both pay them honestly and expend them judiciously. There is no practical means for accomplishing this at the present time, but a way may be found in connection with industrial training, and this may be done easily in connection with a well devised and organized plan of agricultural training. Where a large number of boys are allotted portions of a tract of land, and are instructed and helped to make its cultivation profitable, the object of taxes can be made perfectly clear, a just and equitable method of assessing and collecting taxes without discouraging industry and improvement, found, and the ability and desire to pay the taxes, easily produced.

When we begin to train the children in this way, we may be able to get our eyes open to the fact that some phases of our present method of taxation are a most stupid and shameful means of corrupting the morals of the people and of putting a check on general industry and prosperity. We may

then be able to see the simple and effective remedy and to muster up the force of character necessary to enable us to put it into operation. Altogether, I think we are a very stupid race, not one full step away from the horrors of barbarism, some of which, in fact, we are nursing as if they were the blessings of heaven, but I am an optimist, and believe that sometime we will become civilized and that it is the duty of every person, great and small, to help on to that happier time.

* * * * *

Civic Training in Cuba

CHAPTER V

View of the Situation

Having been called by the Government of Cuba, to take charge of the civic education of the young people during the American military occupation, and to introduce a permanent system of moral and civic training, it was necessary for me to get a general view of the situation, from the standpoint of history and politics, social, industrial and educational conditions, and that I should avoid the possibility of inoculating the future citizens with such ideas and practices as are proving to be a curse in the United States. It was a case of civic illness that required a careful diagnosis and the application of effective remedies.

Cuban character and conditions are different from those in the United States at the time of their revolt against England. Americans had had practice of a large measure of self-government for generations. Cubans never had any exercise in self-government, some slight appearances to the contrary. The Spanish government, through its resident captains general and subordinate officials, was very harsh, using every means they could devise to extort taxes and blackmail, to say nothing about the corrupting state lottery, with its drawings monthly, then fortnightly and

lastly, every ten days. The instinct of self-preservation forced the people to mislead and outwit the ever present official. The character of the people of course corresponds—all are born diplomats—and that feature of the subject of monarchy is utterly antagonistic to successful citizenship. The character of adults is sometimes revolutionized, but the cases are so rare that they are hardly worth taking into calculation. It is comparatively easy to change the course of formation of a child's character. The younger the child the easier the process, provided the teacher is tactful and uses a good method.

The government encourages the holding of large tracts of land in idleness and so discourages farming on a small scale and the establishing of small homesteads, by omitting to place any tax on land. It discourages improvements and industry by charging fees, and heavy ones, for licenses to do any kind of business or make improvements or repairs. I saw a factory in course of construction, the building permit for which cost \$1200. The people had better pay \$2400 for such an improvement, than charge \$1200. In fact, the list of taxes, in spite of their awful, demoralizing and tragic effects, are more comic than any jester could easily think of for a comic almanac. The country people work only a part of the year on the sugar and tobacco plantations, raise almost no vegetables, but little fruit and practically no grain, though there are no frosts, the land is fertile and they can raise four crops a year on the same ground—but they own no land and do not know how to farm, and so loaf when not wanted by the planters. This furnishes the most perfect soil and the seeds for the production of brigandage and all associated evils, which grow like weeds with no need of cultivation.

There is no training school for teachers, and Mr. Frye, the General Superintendent, who did a wonderful work of organizing their schools and endeared himself to the whole people remarked to me that the schools were almost totally without discipline, and that while discipline is absolutely necessary to good

school work, he had no hope that any person could make much progress at the present time, in introducing successful means of discipline into the schools, but if I should succeed in only a very small degree, it would be one of the greatest services that could be performed for Cuba. How well I succeeded in this service can be learned from the following letters and reports.

For the lack of knowledge of what true citizenship is and of the character and habits necessary for successful citizenship, and the lack of school discipline, I provided the "School City." To convey best ideas to the people in relation to child life and education and to provide a normal school of high character, and at no expense for the normal feature, I planned the "Childrens' Palace." For agricultural training I proposed the establishing of a farm for the boys of Guines, to demonstrate that agricultural instruction may be almost if not entirely selfsupporting after the beginning is made, and so could be extended easily throughout the Island. For industrial training for city children, I suggested that a beginning be made in the unused shops in the navy yard, and that the school hours be reduced from six to three and four hours, using the released fund for teachers in the ordinary schools to pay for industrial instruction. These ideas are explained further in the following pages. The plan and details of organizing and conducting a School City are given at length in a little book entitled "School City Helps," which I am issuing simultaneously with this book.

Some may imagine that the Cubans are but half civilized, because for the protection of our Southern States from infection from yellow fever, we have found it necessary to clean their streets and to enter their homes, abolish the cesspools under their kitchens and put in sanitary plumbing. While we are forcing some lessons of civilization on them, let us understand that we have some very important lessons to learn from them, for we are as savages, compared with them. In kindness, courtesy and hospitality.

CHAPTER VI

View of the Subject

EXTRACT FROM REPORT OF WILSON L. GILL, SUPERVISOR OF MORAL AND CIVIC TRAINING

Object of Public Instruction—Changed Conditions

The greatest aim and object of education is to cultivate in the individuals to be educated a good conscience, and to secure for them a wise and resolute self-government and the desire and ability to co-operate for the common good. The sharpening of the wits and storing the memory with facts, which is the apparent object of schools, colleges and universities, is, in reality, but a minor matter, and will easily and necessarily follow the attainment of the chief end of education. A practical method which may be used in a wholesale way in all schools, for students of all ages, which makes it possible and easy for teachers to lead their pupils to cultivate good consciences, to govern themselves wisely and to co-operate for the general good, will do for the cause of morality, education and human welfare, what the steam engine and electric apparatus have done for the cause of manufacture and human comfort. The School City method of popular government has proved itself fully adequate to this great purpose. This large claim is not rashly or unadvisedly made.

It is not claimed, however, that this method can take the place of proper methods of teaching reading, writing and arithmetic, or of other reforms and additions to public instruction made necessary by the social, political and industrial evolution which has accompanied the general introduction of machinery and the immense emigration from the farms to the cities, and consequent deprivation of children during working hours, of their parents' industrial supervision and moral influence, all of which have a direct bearing on the moral and civic conditions, and consequently call for notice in this place. The changed conditions

demand, for the public thrift and the public safety, that children be trained in productive industry, and that intelligent attention shall be given to making a healthful division of the children's time among bookwork, productive industry, recreation and rest, and to the proper housing and feeding of the people. Let it be noted, that by productive industry is not meant that kind of manual training in which a child is engaged only two or three hours a week, and in which he uses up material furnished out of the public funds and does not give a visible and commercially valuable and adequate return.

Teaching the precepts of morality and the doctrine of one's relation to his fellows and to his country, is as old as literature. Enterprising and true teachers have always sought for ways to put such teachings into practice, and they have been successful as teachers in proportion to their success in this matter. A well developed method of practical character building and training in morality and in performing the duties and exercising the rights of citizenship in a thoroughly systematic, wholesale and successful way is new, and Cuba is the first country in the world to require such training in the public schools. Every country should require it as a matter of public policy, and the highest legislative power in the State ought to give authority to it.

State Supervision

There are many school teachers and officers who are bright enough to see the importance of training the children in citizenship and to form good characters, and there are many who are sufficiently unselfish and self-sacrificing to perform the labor of thinking about and installing what is to them a new method in their schools. Such teachers should be encouraged to begin the work without waiting to be compelled by law. Even such enterprising ones desire to consult, and need the help of constant supervision by a competent and legally authorized specialist in moral and civic training. Such special supervision is at least as

important as State supervision of mathematics or any other branch. This is necessary for many reasons, a notable one being that many teachers who have had no experience in the use of the method and do not fully understand the principles involved, think it would redound to their credit if they should simplify and change the plan and thus make it appear to be wholly or at least in part their own; or what is worse, fail to recognize it as a method of leading and training in which they are the only possible leaders and trainers, and leave it as a trick or fancy for the children unaided to operate, as if they were more competent to conduct a court without advice than the Justices of the Supreme Court of the United States, who refer to the law books for help. Such ones generally fail in accomplishing the object of the School City, and the whole plan is abandoned, unjustly discrediting the movement. Some of these same teachers would have succeeded, had they been required to follow the well developed plan, and had they been under competent supervision.

There are school teachers and officers who will not take the trouble to introduce this method. Whether or not these are in the vast majority may not be of much importance. That there are any such, is sufficient reason for looking to the higher powers for decision in the matter.

A Question for Statesmen

Whether the children of a nation shall be trained as subjects of a monarchy, as is being done ordinarily throughout the world, or as self-respecting, co-operating citizens of a republic, is not a question for school teachers or school officials, who have been either too stupid to see the difference or too selfish to take the trouble to understand and introduce a philosophical and practical method of training for citizenship. Neither is it a question for old-fashioned ward politicians. It is a question that demands the attention of broad-minded statesmen whose insight is sufficiently penetrating and whose outlook is far-reaching enough

to enable them to discover a vast peril of the great republic at the present time, whose judgment is good enough to enable them to recognize the remedy when it is placed before them, and who have enough backbone to act promptly and effectively in the matter. They should put it beyond the choice of teachers, principals, superintendents and school boards. They should lay down the law that the schools of a great republic shall train its people while children as citizens, not as subjects, and that they shall make the developing of good character in the children the first aim and a specific practical part of the daily work of the schools.

Facts and Philosophy

The facts and philosophy, briefly and partially told, are as follows: Cuba has just shaken off the yoke of Spanish monarchy, and her people have had no experience in citizenship. We must look elsewhere for experience and forms of government, to avoid the rocks and find safe channels in which to sail. In the United States, the greatest and most successful of all republics, and to which we must look chiefly, the one great failure in the government is the municipality, and this is the sore spot that threatens death to the republic. It is worth while to analyze the situation, with a view to seeing the principal causes for the weakness in American municipal government.

The most glaring defect is that the educated people as a whole do not go to the primaries, and they neglect their municipal duties. That leaves the effective political power in the hands of those who are comparatively uneducated. They in turn are organized and manipulated by men who make a business of municipal politics for the money they can get from the public treasury, and, by means of blackmail, from private persons and establishments, and especially from those engaged in forbidden or restricted practices or business.

Lost Liberty and Death

"Eternal vigilance is the price of liberty," and the educated people have not paid the price. Among the

consequences are insufficient results from the expenditure of public funds and a higher death rate than there should be. The people have lost a part of their liberty, if, because of the dishonesty or incapacity of the public servants, they must labor additional hours to pay their taxes, and quite as much so, if they lose life because of bad drainage, dirty streets, bad food or other evils which should be prevented by the government.

Schools and Colleges are to blame

As this state of affairs is charged to the account of educated people, let us take a closer look. We see practically, the following: the uneducated men, who can be easily handled by the machinery of the bosses, all vote; most of those who have but little schooling vote; less of those who have had much schooling vote; a college and university education is almost a certain guarantee that a man will not attend the primaries or perform his other municipal duties. This seems to throw the blame on the schools, colleges and universities. They teach right principles. The fault does not seem to be in the books. The fault is in the school management. From the primary school till the man graduates from the university he is made to feel and to know that he has nothing to do with the government of himself and his fellows, and that he is a tattle-tale and sneak if he brings a wrong-doer to justice, and is mean and dishonorable if, when called upon by the authorities to testify, he does not so shape his testimony as to clear the offender.

Anarchy Fostered

Under this pressure, secret opposition and disloyalty to constituted authority are constantly fostered. Many pupils regard their pleasures and interest as opposed to those of their teachers, who are apt to be thought of as spies and in some cases as enemies, instead of friends and guides.

Old-fashioned school government is monarchy in which the teacher endeavors to rule by means of his conscience and arbitrary authority, and the results are

as we see them in the municipalities of the United States.

The Remedy

The recognition of the cause of the evil is almost a declaration of the only remedy, which is to systematically train the individual to wisely cultivate his own conscience and be governed by it, rather than by that of the teacher; to co-operate with his fellows for the common good, rather than for mischief; to form the habits of law and order, rather than those of anarchy. In other words, the remedy for the apathy of educated men, in reference to their municipal duties, which is in effect anarchy, not of the lowest, but possibly the most dangerous type, is to train them to think and act and form the habit of citizens, instead of, as at the present, training them in the schools and colleges as subjects of monarchy.

Plan of School City

The plan of the School City is to organize the children of each school, under a charter given by the government, as citizens of a municipality. These citizens elect a city council, who in turn elect a mayor, judge, and other administrative and judicial officers. These officers may be removed and replaced at the will of the council. The mayor appoints his cabinet and subordinates and has power to remove them at will. Proportional representation and the Swiss initiative and referendum enable the whole body of citizens to express and enforce its will at any time, either with, or independent of its representatives. Elections, for several reasons, occur frequently—once in ten weeks—and experience has shown that it is desirable to make the term of the police officers short. In most schools, every citizen not elected or appointed to some other office is a candidate for a place on the police force.

Introduction of the School City in Havana

The work of introducing the School City, the only practical method of Moral and Civic Instruction known,

into the public schools is progressing in Havana and in other parts of the Island.

The principals, teachers and children have taken an enthusiastic interest in the work of organizing. The principal has been present and a main factor. A lapse of several weeks occurred after organizing the first six School Cities before organizing others. At the end of that time, the Commissioner of Public Schools made a general inspection, and the best discipline he saw anywhere, he found among those six schools.

Good Results

Many instances of fine moral results are reported from the different schools. Of course the results are not uniform, as the School City is not an automatic machine out of which all must come in exactly the same shape. It is a method, and its degree of success depends upon the interest and skill of the principal and teachers who use it. Every experience emphasizes the fact that best results demand good printed suggestions and helps for the teachers and children, and intelligent and authoritative supervision.

[In this report a description of organizing a School City at Guines, Cuba, is given, but is omitted here, three letters, however, which came as a sequel, are as follows:]

OFFICE OF THE MAYOR OF THE MUNICIPALITY OF GUINES

OFFICIAL

December 26, 1901.

MR. WILSON L. GILL,

My dear Sir:—I have the pleasure of enclosing to you two letters: one from the Judge of First Instance, Hon. Ramon J. Franqui, and the other from Mr. Nicholas Garcia, director of the large school established in the old Spanish military barracks. These will enable you to see some of the excellent results already reaped from the system implanted by you.

For myself I can say that the day you passed with us and established the school city was one of the happiest of my life; for I saw how the Cuban people may

be educated for liberty quicker and more thoroughly than I ever dreamed of. It will be a great service to Cuba when this system is extended to the whole Island, and I make bold to assure you that Gen. Wood will lend you all his power to accomplish this most important object.

The system has operated perfectly in Guines. Judge Franqui for the present, attends the School City court whenever in session and aids the young judge in holding court and in rendering his decisions; and I have extended the authority of the young alcalde and police throughout the city, with most admirable results. The streets of our city are more quiet and orderly because of the school city. The improvement of the boys' conduct immediately following its organization was so marked as to be easily noticeable.

If by chance you should think of going to the city of Remedios, I would like to know of it, that I may send you a letter of introduction to my friend Mr. Francisco Carrillo, who is a Cuban much interested in all that can benefit our country.

I improve this opportunity to express to you the gratitude of my people for the benefit you have conferred upon us, and I wish to extend my thanks to those who are the philanthropic promoters of the institution of the School City.

With the greatest consideration, I am,

Your obedient servant, LEANDRO RODRIGUEZ,

Alcalde of the Municipality of Guinse.

COURT OF FIRST INSTANCE

RAMON J. FRANQUI, Judge

Guines. December 25, 1901.

MR. WILSON L. GILL, Havana.

Dear Sir:—The circumstance of my being the father of the youth who was elected Alcalde of the School City "Maximo Gomez," led me, from the very first moment, to observe the practical benefits which the young people are reaping from this form of education which you have planted, by which the men of the future are being trained in the exercise of social and

political rights and the faithful performance of their civic duties. The enthusiasm which his election produced in my son, brought as a consequence, a desire to know the powers conferred upon him with the office, and how far his authority extends. I, sharing in his enthusiasm, take pleasure in answering his questions and in helping him to understand the duties which his elevated position imposes upon him.

The day when the first case came up before the judge of the school city, I had the pleasure of being present and indicating the course of the trial; and I can assure you, that on the following day, when the second case was heard, it looked as if in that court there was being carried on a case between little men, and not between boys, so serious were they.

For all these reasons, I wish to assure you, that it will be a matter of great satisfaction to see your system of moral and civic training established throughout Cuba, for I believe it will produce brilliant results for our future.

Very respectfully yours,

RAMON J. FRANQUI,

Judge of the Court of First Instance.

Guines. December 25, 1902.

MR. WILSON L. GILL,

*General Supervisor of Moral and Civic Training,
Public Schools, Island of Cuba.*

Sir:—I take pleasure in informing you that on the 20th day of this month were installed the military captain, the captain of police and four policemen for each school room in the School City "Maximo Gomez," of this city, who were appointed at the time you organized our school city.

Now that the personnel of the department of administration and government has been completed, one can easily note, both in school and out, the beneficial influence on the children's character of this modern form of education.

For my part, I purpose to watch and see that your method and plans are maintained intact and pure, in spite of any exterior influence to corrupt the children,

every indication of which will but point the way for me to those features which may need at the time immediate and most careful attention; and I trust that the teachers of the school "Jose Antonio Saco," which I have the honor to direct, and the parents of our pupils will not refuse their cooperation in a work of so great value to the community and to the nation of which we are a part.

Yours, with the greatest consideration,

NICHOLAS GARCIA PEREZ,

Director of "Jose Antonio Saco" Public School.

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CHAPTER VII

A Success in Cuba

HEADQUARTERS

MILITARY GOVERNOR OF CUBA

HAVANA

February 20, 1902.

It gives me great pleasure to testify to the good work accomplished in the Schools of Cuba by the establishment of what is known as the School City. Mr. Hanna, Commissioner of Schools, speaks enthusiastically concerning it, as does Secretary Varona, Secretary of Public Instruction, and such members of the School Board of Havana as I have had occasion to speak with on the subject. Mr. Gill's idea is an excellent one and he deserves much credit for its development. He is also assisting to the best of his ability in establishing it in the schools here. I can say without reserve that the experience in Cuba justifies the strong endorsement of the School City plan. It tends to develop the child's idea of his civic responsibility and, I believe, will send him out from school much better fitted to assume the duties of a citizen of a republic.

LEONARD WOOD, *Military Governor.*

OFFICE OF
SUPERINTENDENT OF SCHOOLS OF CUBA
HAVANA

December 31st, 1900.

Dear Mr. Frye:

I anticipate that there may arise circumstances when the presentation of my methods and plans for moral, civic and industrial training will be embarrassed if assurance can not be given that you, with whom I have been so closely associated in Cuba, are in sympathy with them and believe them to be practical and worthy of adoption. For this reason will you please write your word of approval below? I ask it in this unusual form, because of the pressure that is on your mind and time this last day of the century and last business day before leaving for your vacation in California, at the close of your first year in Cuba.

Very truly yours,

WILSON L. GILL.

Dear Mr. Gill:

It will be always a great pleasure to me to recall our cordial relations in Cuba, and I am happy not only to refer to your work here, but also to assure you that I feel much stronger and richer in every way, from having thought and conversed with you so many times. I am certainly in hearty sympathy with your plans and methods for moral, civic and industrial training, and am firm in the belief that they are well worthy of adoption everywhere.

With feelings of gratitude for your great help to me, both personally and officially, in Cuba, I am—

Sincerely yours,

ALEXIS E. FRYE,

Superintendent of Schools of Cuba.

EXTRACT FROM REPORT TO THE MILITARY GOVERNOR BY
HON. ENRIQUE JOSE VARONA, *Secretary of Public*
Instruction, JANUARY 6, 1902

The great problem of moral education through the school, which rightly overweighs, at present, all other pedagogic problems, has inspired a thoroughly American invention, the School City. Its author, Mr. Wilson L. Gill, was called by you to this Island; and has devoted himself, with the greatest earnestness, to the implanting in our public schools, of this organization to which he has given so suitable a name. The controlling idea in his system, is to wake up, in the children, the conscience of solidarity, that is, not only a personal, but a community conscience, and not only the knowledge of the importance of cooperating for the general good, but the knowledge of *how* to do it and the *habit of actually cooperating for the welfare of all*. This is the foundation of morality, and his method is to exercise the children in performing the functions of civic life, in a miniature municipality.

Notwithstanding the great difficulties this idea has to meet, in a medium so poorly prepared as ours, Mr. Gill has laid the foundations of the work, with a constancy worthy of all praise. He has actually established fifty school cities in Havana; forty-six in as many schools and four at the school "Luz Caballero."

This system is in operation at Cienfuegos, and, according to information from the provincial Superintendent of Public Schools, with undeniable success. The President of the School Board has introduced some additions to the system, such as the postal service and two more officers: the Sanitary Chief, and the Chief of Ornato, the latter being to encourage

school and city ornamentation by various means, including the planting and care of trees and flowers.

According to the Superintendent, the postal service is well organized. The central office is at the offices of the School Board, and there is a mail box at each school city. The classes once over, the letter carriers proceed to gather up the correspondence and take it to the central office, wherein it is distributed. Plants and flowers do already abound at several school cities, under the direction of the Chief of Ornato. These additions are certainly commendable, as they show how well the spirit of Mr. Gill's system has been understood at Cienfuegos.

In Havana, the best results from the system, up to date, have been obtained at the girls' schools, but there is no reason to doubt that it will give as beneficial results in the boys' schools. Mr. Gill intends to extend this organization to the Institutes. It is actually in operation at the Institute of Matanzas.

There are fourteen school cities at Santa Clara, seven of girls and seven of boys. The system has been favorably received there, and at a great festival on December 22, the Ayuntamiento of Santa Clara presented its colors to each school city.

SUPERINTENDENCIA
PROVINCIAL DE ESCUELAS
HABANA

May 14th, 1901.

MR. WILSON L. GILL,

Supervisor of Moral and Civic Training

Dear Mr. Gill:—I have received with great pleasure a copy of "The School City Charter" in Spanish and English, which you have prepared for the government. Many a time have I had occasion to examine your fine project, and to express my favorable opinion of it. On seeing now this idea so fully developed, I

have but to confirm my previous judgment. Cuba will be indebted to you for a great benefit, when this work, so eminently constructive, as well as reformatory, is carried into practice in all our schools.

The earnestness and assiduity displayed by you in this work, while under my personal observation, as Acting Superintendent of Public Schools, gives me the assurance that you will never dismay in this noble enterprise, which, every day as I come in contact with it, I consider more and more praiseworthy, and makes me wish for you the most effectual aid from the proper authorities.

Please count me, dear sir, as one of your most devoted friends.

Very truly yours,

ALEJANDRO MARIA LOPEZ,

Acting General Superintendent

A HOPELESS PROBLEM SOLVED

Letter to a Superintendent of Public Education:

OFFICE OF THE
SPECIAL INSPECTOR OF SCHOOLS OF CUBA

Havana, Cuba, Nov. 8th, 1901.

Dear Sir:—Mr. Wilson L. Gill has shown me a communication from you, asking for School City testimonials. I beg leave to say in this connection that having been in the same office with Mr. Gill for over a year, I have been brought in close contact with him and his work.

I arrived in Cuba a short time before Mr. Gill,—only long enough in fact to make one tour of inspection through the Island. I saw at once the great lack of discipline in the schools. Under the Spanish regime, the pupils had been harshly governed by the Spanish teachers. Now that this rule was at an end, sentiment had swung to the opposite extreme, parents and children resented even the slightest exercise of authority. When I returned to Havana from this tour of inspection I was greatly depressed at the outlook. When I met Mr. Gill and understood his method, I rejoiced that what I considered the most difficult if not hope-

less problem in the school work here had been solved by him. These peculiar conditions had made sufficient discipline, if enforced by the teachers, utterly impossible, but by means of the School City, the children, guided by the teachers, successfully discipline themselves, and apart from the School City's value for moral and civic training, which is beyond computation, its value in securing discipline in the schools is too great to be estimated.

You have some literature on the subject and it is needless therefore for me to say anything as to the character of the work, but I do wish to add, that it seems to me a most happy combination of events, that Mr. Gill has developed this method just at this time when our government has acquired its new possessions, with their millions of inhabitants, who are to be instructed in those principles which are to make them self-governing.

Our own country still needs this instruction and training; much more do the people of our recently acquired territory. I believe that this work of Mr. Gill is to become one of the great powers for good of this century, not only for America but for all the civilized world. Mr. Gill, who has enjoyed the privileges of both Dartmouth and Yale, is a highly educated, cultured gentleman of pure life and spotless reputation. He is a deep and original thinker and student, and a tireless worker. I believe that if you should secure him to inaugurate his system of moral and civic training, that it would reflect great credit upon the executive of the Educational Department for having given to this people the best of opportunities for learning to govern themselves morally and politically.

I am conscious that my personal regard for Mr. Gill has not prompted the writing of this letter, and I wish to say that my high appreciation of his work furnishes a sufficient motive for what I have said or might be able to say of it. Yours very truly,

E. B. WILCOX, Ph. D.,

*Special Inspector of Schools of Cuba and
Agent of the Commissioner*

CHAPTER VIII

Past the Experimental Stage

FROM REPORT OF LIEUT. MATTHEW E. HANNA,
COMMISSIONER OF PUBLIC SCHOOLS

Object of the School City

The School City is an educational innovation based on sound logical principles, susceptible of easy practical application in any school under wise supervision, and has as its most laudable purpose the betterment of free governmental systems by the training of citizens in their duties as such while they are yet children.

It is a method, the primary object of which is the moulding of the private and civic character during the susceptible period of childhood and early youth. A secondary result, a mere by-product of the method, however, is the mutual assistance given the teacher, by saving him many of the worries and trials of the school government by discipline enforced by himself which is replaced by the free popular government established and enforced by the children themselves. It has the additional attractive feature that no other school work is sacrificed by its introduction, since every moment devoted to it is outside of the regular school hours, excepting perhaps the hour needed in the first organizing of the School City. It is not, therefore, a question of its comparative value, but one of absolute value. It is either good or it is bad. If it is good, nothing is lost by adopting it and much may be gained. In fact, we find by experience that the child who is a citizen of his own little school republic seems to understand and appreciate the object of his school far better than the same child did, when he was a subject of monarchical school government. Thus, the School City, while not encroaching on any of the school exercises, seems to add intelligence and zest to all of them.

If the object of our public schools is to train men for life, in the broadest sense of the word, they are most certainly failing to accomplish the purpose for which they are intended as long as boys and girls are passing out of their doors with no well formed ideas of their duties to their country and to each other. There is no gainsaying that this lack of development of the conscientious, moral and civic sides of the character of the boy, and lack of practical training in his most rudimentary duties as citizen, is one of the great defects of the modern public school. On all sides the boy hears ungrammatical language, or sees well established hygienic principles abused, but in the school-room he is repeatedly warned that these things are wrong and is told what is right; but he may daily see or suffer the pernicious results of a corrupt government with no one to point out to him that it is wrong and the way in which it may be righted. He lives in a democratic country, under a free flag, where he is told that the will of the people is supreme, but in the school-room he is surrounded by the influences of a monarchy where authority is wielded with the rod, in fact or metaphorically, and the will of the teacher is supreme.

The impressions made on the mind of the child by constant association are indelible, and if in the school-room he lives in an atmosphere of republicanism, feels that he has certain duties towards his playmates and certain rights in his relations with them, and that he is a part of the government, as well as one of the governed, the foundations will have been laid for a good citizen when this boy of to-day becomes the man of to-morrow.

It is the purpose of the School City to accomplish this. It is a comparatively new idea. Its author is Mr. Wilson L. Gill. He organized the first School City in New York in 1897. Since then it has been greatly developed in the United States and has spread to Europe. Cuba is the first state that has regularly adopted it as an essential part of its public school training. From many places where it has been tried, interesting and

satisfactory accounts have been given of its success. Honesty and trustworthiness are stimulated and discipline is improved.

Introduction of the School City in Cuba

In the fall of 1900 the Military Governor secured the services of Mr. Gill to introduce his method into the schools of the Island. He immediately prepared a School City Charter, which was published by the Government in May of 1901. As the object is to teach the principles and practices of citizenship and free government, rather than that of any particular locality, the Charter was made to serve this purpose and was not modeled after that of any particular city. The actual work of organizing was begun in the city of Havana on May 13th, when six School Cities were organized. The results secured may be better understood from the following reports of the Superintendent of Instruction of Havana and principals of the six schools.

It was decided that the success which had attended the first practical application of the method warranted its extension to all of the principal cities of the Island, and plans have been made to do it this school year (1901-2). I believe that the work has passed the experimental stage and that the general introduction of the method will give the best of practical results. Its introduction is accompanied by many difficulties, such as a lack of appreciation of its purpose on the part of some teachers, and it will be necessary to proceed with the greatest of care and precaution to avoid its being mutilated and misapplied in some instances. For the same reason, it will need constant and intelligent supervision. An interesting and detailed description of the method of organization will be found in Mr. Gill's report.

Reports of Superintendent and Principals of Schools
REPORT OF DR. MANUEL AGUIAR, SUPERINTENDENT
OF INSTRUCTION, SCHOOLS OF HAVANA

I have the honor to enclose herewith the reports rendered by the principals who, during the last year,

established the School City in their schools, from which reports you will see the benefit derived from this system. For my own part, whenever I have accompanied Mr. Gill during the year to establish the School City, the idea has been received by the pupils with great enthusiasm, and they have always shown good and sound judgment in the election of their officers, and all the positions have been filled by children of good conduct and devotion to study. As regards the future of the School City, I can assure you that it depends entirely on the interest taken by the principal and teachers of the school in which it is established, for it is necessary that they should always pay special attention to the system to keep the enthusiasm alive. In this manner the system will become more and more perfect, and its good results will be correspondingly greater.

REPORT OF JOSE MIGUEL FERNANDEZ DE VELASCO, PRINCIPAL OF SCHOOL NO. 15

I have observed with great satisfaction that in the ward of San Leopoldo, in which the school is situated, the number of children who were found running about the streets molesting quiet citizens and using bad language has greatly diminished. When the system was established, the choice of the eleven councilmen, made by children without any experience in a work of this kind, was made with a great sense of justice and impartiality. The Council, without receiving suggestions of any kind, selected the best elements of the school for their appointees.

The order and discipline have greatly improved. The system is a means of making children learn and practice sentiments of morality and of justice, as well as a method for teaching them to-day the great duties which, as citizens, they will have to fulfil on the morrow.

In this country, where we have just broken away from a system of oppression and tyranny imposed upon us by a hateful and obnoxious government, in which more than one citizen violated the law simply

because he was not aware of its provisions, I believe that he who devotes himself to the teaching profession should strive with zeal and enthusiasm to instill in the minds of his pupils a knowledge both of their duties and of their rights. In the same way that they were formerly made to learn in the schools the Catechism of religion, they should be made to-day to learn the Constitution of their country and the Catechism of their duties and rights.

To children who have heretofore seen in their teachers only men ready to chastise them, inspiring them with hatred and dislike instead of with feelings of love and respect, inspired by kindness and friendly treatment, it is very agreeable to have their schoolmates act as intermediate authorities between their teachers and themselves, if they are made to understand that when punishment is imposed upon them it is because they have not complied with their duties or because they have violated the law; and finally, this satisfaction will be greater if they see that the law, which protects good citizens, punishes bad ones. By these means children are taught to respect authorities, and they respect them all the more when they are not imposed upon them, but elected by their own free will. In this manner they are prepared for public life, which they will enter free from those passions which unfortunately reign at present in our dear country, and they will simply look for the interests of the fatherland.

The School City ought to be organized in all the schools, but it is necessary that day after day it should be looked after, and the persons in charge of its organization should make the children understand its benefits, explaining to them that the School City is like governments constituted by men, who obey and respect the laws and resolutions of the majority, although these be contrary to their opinions, because every citizen is bound to respect the law; and if he considers it bad and deficient, he is bound to do all he can to improve, but always to obey it.

The maxim contained in the first paragraph of the first Chapter of the School City Charter, "Do unto

others as thou wouldst have them do unto thee," and "Love others as thou wouldst have others love thee," are in my opinion the granite pillars which serve as a foundation to morality and to all religion. The children should be taught every day to love good and hate evil; they should be advised never to commit any act in their lives without first asking of themselves, "Would it please me to have such a thing done to me?" and if a secret voice from within answers "no," he should refrain from doing it. This system furnishes the opportunity for such instruction.

In short, with the School City it is easier to obtain order and discipline, not only within but outside of the school; the children are fully interested in this system of civic instruction, which stimulates them to be good; and lastly, its organization ought to be continued.

REPORT OF JUSTO L. FALCON, PRINCIPAL OF SCHOOL NO. 25

It has produced most satisfactory results, in the preservation of order and the improvement of school discipline. I believe it to be of great benefit, not only for moral and civic instruction, a branch of study so little known among us and from which great patriotic and useful results may be obtained, but also as a means of making children at an early age understand the duties and rights of every good citizen, that they may become accustomed politically and socially to the form of government adopted by the Constitution of our Republic.

REPORT OF ADELAIDE PINARA, PRINCIPAL OF GIRLS' SCHOOL NO. 30

I am of the opinion that the establishment of the School City in our public schools will give beneficial results, judging from those obtained in this school under my direction, in which the School City was established in the latter part of last year. Although in this school there has always been good order, this order was improved by the election of an *Ayuntamiento* with its different officers, to the satisfaction of the teachers and visitors. The School City has exer-

cised the same influence on the ideas and notions of moral and civic duties, because all the girls, both the electors and elected, vie with each other in preserving order, in rendering help to the teachers in their work, in practicing charity, in helping each other in necessary cases, etc., all under the supervision of their respective teachers and their principal.

The conditions had reached such a state of perfection in this school that in the past six months the Court has not had to pass a single sentence, which speaks very highly for the children and for the system. In this school the system worked with regularity within a month after its establishment.

If due attention is paid to this system the schools, and as a consequence thereof the country, will be greatly benefited, because it is the only means of teaching in a practical and objective manner. Both civic and moral instruction, if given in any other way, result in barren and purely routine work without any utility, as happens with every method of teaching that does not interest the senses and enforce the lessons by practical effects, thus making the pupils see before them the results of thought and intelligence without tiring or loading their memories excessively.

REPORT OF MAGDALENA PARDO DE CASTROVERDE, PRINCIPAL OF GIRLS' SCHOOL No. 48

It is an excellent method of civic instruction. It has contributed to the development of the sense of justice among the pupils of the school, as was demonstrated in the first elections, and to the maintenance of obedience to recognized authority. It has made the pupils have greater interest in maintaining friendship and union among the citizens of the school. Whenever the laws of the school have been violated, the sentences pronounced by the judges against the culprits have been founded on the strictest sense of justice.

The citizens of the school, since the system has been established, have endeavored to make its order and discipline more perfect, because of the love which

every one feels for the city to which he belongs, and which they named "Union." I believe that the system will render beneficial results to the schools of our country.

REPORT OF MARIA DE LOS ANGELES, PRINCIPAL OF GIRLS'
SCHOOL NO. 8

The organization of the School City has given splendid results both in the preservation of order and discipline, and also because it is easy to make our children understand what respect is due to authority (respect that they now willingly practice within the school) as a civic preparation for after life in our beloved Republic.

I do not mean to say that our organization is perfect; but I can certainly say that with the continuance of the system we shall at last obtain all of the desired results.

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CHAPTER IX

Agricultural Training

The moral, economic and political salvation of Cuba is in agriculture. The climate and soil are such that four crops a year may be raised, with no fear of frost. The masses of the people live in the country, yet are not farmers and do not know how to farm. They are sugar plantation hands and in name are freemen, but in fact are serfs. Land must be taxed and by this means idle tracts broken up and a chance given to the country people to own small farms.

It is not practicable, on account of the expense, to establish agricultural colleges such as those in the United States, with capacity to educate all the Cuban country boys. It is possible, however, to give the boys practical farm training, in such a way as to make the results of their labors nearly, if not entirely, pay the expenses of their training. With this in view, the following letters were written, but circumstances have prevented the starting of the project up to the present

time, though President Palma fully appreciates the truth and importance of the above statements. A small amount of money can bring splendid results in this field.

SUPERVISOR OF MORAL AND CIVIC TRAINING
PUBLIC SCHOOLS OF CUBA

Havana, January 30, 1902.

To the Honorable Secretary of Agriculture, Havana.

Sir:— I came to Cuba at the request of the Military Governor, to put into operation a practical method of training the people, while yet children, to form good characters and to be intelligent and faithful citizens. I have put my method into many public schools and hope the work of introduction will soon be completed.

That is only a part of what needs to be done among the young people for the cause of morality and citizenship. The people need to be taught industry, especially agricultural industry, frugality, prosperity, and to assess and pay taxes for the public service, while they are still children. This cannot be done so practically and in such a wholesale manner after character and habits are formed. It cannot be done in schoolrooms with books on botany and finance, or by any other kind of books or process. It must be actual, profitable labor, under competent instruction and encouragement. It must be to such an extent self-supporting as to make it practicable for children by the hundreds and thousands. It will not require costly buildings and an expensive faculty, but practical tillers of the soil, who will in large measure pay their own way. This is absolutely necessary to the solution of the moral and industrial problem, on which must rest the personal independence and prosperity of the people. A reduction of the American tariff on sugar and tobacco may relieve the present distress, but the way to liberate Cuba from her abject slavery to sugar and tobacco is to train the boys of Cuba, each one, to work independently, raising vegetables, grain and fruit.

I believe this is a matter in which it is necessary for your Department and the Department of Education to

co-operate, if best and broadest results are to be obtained.

Children of a people who must make their living by industry, should not spend more than from two to four hours a day in school, and should spend from four to six hours a day in fields and shops under competent instruction. I can find good men with whom to develop this work if we may begin at once. Will you co-operate in this matter? Respectfully yours,

WILSON L. GILL,
Supervisor of Moral and Civic Training.

SECRETARIA DE INSTRUCCION PUBLICA
HABANA

January 30, 1902.

Secretary of Agriculture.

Sir:—It is with great pleasure that I endorse the ideas contained in Mr. Wilson L. Gill's letter to you. His successful work in behalf of the moral education of our young people commands our admiration and respect. Most respectfully yours,

ENRIQUE JOSE VARONA,
Secretary of Public Instruction.

SUPERINTENDENCIA
PROVINCIAL DE ESCUELAS
HABANA

January 31, 1902.

Secretary of Agriculture.

Sir:—I take great pleasure in recommending to you the beautiful project of Mr. Wilson L. Gill, Supervisor of Moral and Civic Training in the schools of Cuba. Nothing could be of greater value to the people of Guines than the establishment of an industrial and agricultural school. The locality is admirable for this experiment. The land is fertile, and the good roads render the transportation of produce easy, and the region is eminently agricultural. Yours most respectfully,

ALFREDO M. AGUAYO,
Provincial Superintendent of Schools.

OFFICE OF THE MAYOR OF THE MUNICIPALITY OF GUINES

OFFICIAL

Guines, February 1, 1902.

Secretary of Agriculture.

Sir:—It gives me great pleasure to recommend to you the admirable project of Mr. Wilson L. Gill, Supervisor of Moral and Civic Training in the schools of this Island, for training the boys of this city and vicinity in mechanical and agricultural industry. This is eminently an agricultural country, and the excellent roads make this an especially favorable place in which to begin this work. The consolidation of the municipalities of Catalina and San Nicolas, with Guines as the capital, will render such an experiment of great influence.

Mr. Gill is not unknown in Guines, for he recently honored us with a visit, when he founded the School City, which has produced magnificent results and given us the opportunity to see that the enthusiasm which inspires him for the progress and well-being of our youth is founded on right principles and plans which are abundantly demonstrated to be thoroughly practical and of great value.

I am yours with the greatest consideration,

LEANDRO RODRIGUEZ,
Mayor of Guines.

CHAPTER X

The Children's Palace

As the two projects—the School City and the Children's Palace—are by the same author and both for the same ultimate object (civic education in the broadest sense), as different as they are, they are supposed by some to be one and the same thing. This is the difference in a few words:

THE SCHOOL CITY is child citizenship—a *method* of school government for training the people, while young

and susceptible, in the use of their individual consciences, and the attainment of a high and practical moral and civic character. This is for use in all schools, everywhere.

THE CHILDREN'S PALACE, which, in part, was practically exemplified by the Children's Building in the World's Fair at Chicago, is primarily a free PUBLIC MUSEUM of ideal child and home life; a nursery, kindergarten, primary and high school of head, hand and heart culture; a school of productive industries; a training school of methods for mothers and teachers; a library for mothers, teachers, boys, girls, and little children; play-grounds, gymnasium, baths, etc., under careful and experienced supervision.

Absolutely necessary to the fullest success in reaching the people for this purpose, is

1. The most attractive and accessible location;
2. A large and attractive building; and
3. The best teachers, appliances and facilities.

Without *all* of these features the prime object of the institution cannot be reached. A nursery here, a kindergarten there and an excellent school some place else, cannot accomplish the purpose of a Children's Palace. This should not be looked upon in the light of an experiment which may succeed or fail. Every separate element is already a success, and will be no less a success because associated with other successful elements. Of course such an enterprise, no less than any other, needs to be in the hands of one of large experience in such matters.

In Havana, most of the schools are in dwelling-houses, which prove to be excellent for the purpose, each accommodating from 300 to 400 pupils, and one teacher at \$75 a month is provided for each 40 school children. In New York it is a common thing to have 3000 or more children in one school. The Children's Palace proposition is to use the Maestranza or the Carcel on the Prado, preferably the latter, or Luz Caballero School in connection with vacant buildings in the Navy Yard opposite, as a school building for 3000 or more children, save present rentals, and use

the salaries of 75 teachers at \$75 a month, amounting to \$67,500, to employ the best normal instructors in the world. These normal instructors would teach the 3000 pupils by means of their normal students, even young children being systematically trained to teach.

In this way a most practical and valuable normal school would be established without the expense to the government of one dollar for the normal feature, and the 3000 children would get at least as good instruction as they get under ordinary circumstances. This fund might be so managed as to allow some money, possibly as much as \$10,000, to be divided among the normal students as rewards for excellent work. To illustrate, the kindergarten normal instructor could have 20 or 30 kindergartens, with two, three or four times as many normal students in charge, all under her supervision and instruction. Industrial and all other classes may be managed similarly.

This may be done in the city of Washington or any other city, to as great financial and educational advantage as in Havana, even though it may be less obvious, from the fact that Cuba has not one normal school, while normal schools abound in the cities and villages of the United States.

Teaching is one of the fine arts, and, like the others, is made easier and more intelligent by a knowledge of theories. Like the other arts, however, the learning of the theory cannot be compared in importance with the practical work, well supervised until the young artist has formed good habits in reference to the practice of his art. Practice of this nature is impossible to a sufficient extent in the practice school of an ordinary normal school, where the number of children is not much greater than the number of the normal students, but would be entirely so for two or three hundred normal students, with three thousand children.

OFFICIALLY ENDORSED

General Wood having referred the Children's Palace petition and the School City Charter to the Honorable Enrique Jose Varona, Secretary of Education, for his

consideration and recommendations, the Secretary returned them with the following endorsement:

Respectfully returned to the Honorable Military Governor with the report that the undersigned Secretary has carefully considered the two projects of Mr. Wilson L. Gill for a Children's Palace and the School City, and has formulated his opinion as follows:

The expediency of the Children's Palace is self-evident. I find no objection to granting Mr. Gill's request for the use of a public building for this purpose, provided a suitable building, properly located, can be found. No personal benefits will be derived from this undertaking, but general public advantages are inevitable, and it well deserves to be supported by the Government.

The establishment of School Cities in Cuba will be attended with positive good results, provided it is done by men of excellent judgment, and slowly enough to insure success at every step. In rural schools its success will be attended with especial difficulty, since it is probable that but few of their teachers will fully appreciate it. The beginning should be made in Havana, Santiago, Cienfuegos, Matanzas and the other important cities. The plan ought to be as simple as practicable, without defeating its purpose. It is safe to say that this method will be of great and immediate advantage in the Institutes, where the pupils are old enough to easily understand the duties imposed upon them by such a system of government. The admirable and practical aims of such a training in the actual duties of citizenship cannot be questioned, and it is of national importance that its successful establishment in the schools of Cuba shall be insured by every precaution, and it is for that reason that I say the introduction should be made so slowly that it may have the most careful supervision.

ENRIQUE JOSE VARONA,
Secretary of Public Instruction.

Every newspaper in Havana, by editorials and long articles, advocated the establishing of the Children's Palace in the Carcel.

CHAPTER X I**A General Endorsement**

**LETTER FROM GEN. JAMES A. BEAVER, ExGOVERNOR
OF PENNSYLVANIA**

Havana, March 8th, 1901.

MR. WILSON L. GILL,

My Dear Sir:—Having been connected with you in the past as a consulting officer in the Patriotic League, and having had some opportunity while here of examining your work and what you propose in connection with civic and industrial training for the army and in the public schools, I do not hesitate to say that the ideas involved in both are not only valuable, but are in my judgment entirely practical.

If the educational system of Cuba is to reach its highest development, it is of course important to begin at once with the teachers. Just how this is to be done is a problem to which I have not been able to give close attention, but it seems to me that an institution such as you suggest which would provide industrial training for the teachers of the Island, and at the same time furnish a model school as a practical illustration of such training, would reach the largest results in the shortest time. This, of course, involves the systems carried out in the States which are farthest advanced in education, and which are well understood by educators.

If such an institution could be established in Havana, with plenty of room and an equipment of teachers to take the children in their infancy and show how the training of them through the infantile period in kindergarten work, in primary and grammar schools, and in the best work of our best high schools, the illustration would be useful not only to the teachers who are in the normal department, but to parents, and especially to mothers.

It occurs to me also that along the line of civics, in which you are especially interested, a primer on free government, covering the township, the county, the state and the nation, and showing their entire independence of each other, and how they are governed by their respective officials, would be very useful, not only to teachers, but for the citizens of Cuba as well. Such a pamphlet, simple and comprehensive in character, generally distributed, could not but awaken interest and give information to the citizens of the Island in regard to a government such as they are evidently desiring to set up in their midst.

As to the work in the army, you must, of course, remember that an increase in the *impedimenta* of an army is to be carefully avoided, and the industrial training which might be reached must be confined very largely to the hand and should deal in general principles which can be applied with profit to the government and with interest on the part of the soldier, whenever troops are gathered together in posts where facilities for exercising their hands in training could be furnished. Such training, however, it seems to me could only be practicable when the troops are in garrisons or are gathered together in posts such as have been established in Cuba. I have no doubt if you could succeed in interesting one or more officers and at the same time secure the co-operation of the men, an experiment along this line would lead to desirable results, and to a large development in the future.

I wish you success in all your work, and sincerely hope you may find a fruitful field for the development of both civic and industrial training along the lines which you have outlined to me.

Very cordially yours,
JAMES A. BEAVER.

The School City Abroad

CHAPTER XII

In Great Britain and Ireland

In the British *Review of Reviews* of October, 1897, Mr. William T. Stead, the editor, remarked that in his recent visit to America the most interesting and valuable idea that he came across was that of the School City. He described it at length, saying he did not wish to lose any time in giving the advantage of it to educators and statesmen. From that time much was published on the subject throughout England and Scotland, which resulted in the formation of a national "Society for the Reform of School Discipline." Its officers are: Honorary President, C. H. Hopwood, Esq., Q.C., Recorder of Liverpool; President, County Councilor John Morton, J.P., Cathcart; Solicitor, John P. Allan, Esq., Glasgow; Honorary Secretary and Treasurer, Llewellyn W. Williams, Esq., B.Sc., Glasgow. The General Committee consists of prominent educators throughout the United Kingdom. The society is large and growing rapidly. Last year the society put up one candidate for the Glasgow school board, who was elected by an overwhelming majority on the following platform, which is also the statement of the objects of the society:

1. The abolition of corporal punishment, which has been already effected in the schools of France, Holland, Belgium, New York, Cleveland, Philadelphia, etc.; South Australia, and many British private schools.
2. The substitution of natural and educative methods of discipline.
3. The institution of the American "School City System," under which children, acting as the citizens and officials of their school as a "city," under good guidance make and enforce their own laws, thus in a practical way acquiring the principles of good citizenship.

and developing the faculties of self-government—the climax of education.

For the next election the society will put up enough candidates in Glasgow, who if elected will be a majority of the board; and there is good reason to believe that they will be elected by a large vote. There is very much printed matter that shows the interest which has been aroused.

* * * * *

CHAPTER XIII

In Mexico

Something of the situation in Mexico may be learned from the following letters:

LOYAL TEMPERANCE LEGION
MRS. ADDIE NORTHAM FIELDS
ORGANIZER

City of Mexico, May 30, 1902.

My Dear Friend:—I have astonishing news for you. I spent an hour with Governor Teodoro Dehesa of the State of Vera Cruz—in Xalapa, the capital; spoke at length of the origin and progress of your work, and gave him a copy of your book on the School City, published by the Cuban government; and, do you know, he has had it reprinted, every word, in the government printing office and distributed throughout the State, with a view to its adoption in the public schools! An able professor here has written a fine article advocating the School City, of course in Spanish. I will send you a copy. Send all the literature on the subject you can to Governor Dehesa.

I have just returned from an audience with President Porfirio Diaz. It was most satisfactory, and I am sure much good will result. This was in reference to temperance education. I shall have a special interview with him in reference to the School City a little later, when the time is quite ripe.

I am more than delighted with the success of my work here, and I wish for you the best of success;

but remember, you cannot drive Latins—they must be handled with care. But that is in accord with your system, which I am going to talk up, and will keep you posted.

You will dread to leave your little family and go away off to Manila; but after all, some of our greatest blessings come from the things that seem hardest, that seem like giving up everything. I have found it so.

Most sincerely your friend,

ADDIE NORTHAM FIELDS.

CORRESPONDENCIA PARTICULAR
DEL GOBERNADOR DEL ESTADO
DE VERACRUZ LLAVE

Xalapa, Mexico, July 4, 1902.

Mr. Wilson L. Gill, New Paltz, N. Y., U. S. A.

Dear Sir:—I have received the printed matter concerning the School City, and am much obliged. I shall greatly appreciate any further information on the same subject which you may be able to send to me.

The novel feature in educational methods that you are introducing has greatly interested me.

It gives me pleasure to send herewith a copy of the reprint we have made of your book on the School City, issued by the government in Cuba for use in the public schools there. Very truly yours,

TEODORO DEHESA.

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CHAPTER XIV

In France and Spain

From the Havana Post.

The Cuban government being the first in the world to undertake the training of all the people while children to enjoy the privileges of citizenship and to perform its duties, it is especially interesting to see that the *Heraldo de Madrid* is advocating for Spain the same course we are pursuing with such happy results, which are familiar not only to all people in Havana

who read the papers, but to all who have children in the schools, and those who have observed the neater appearance and better conduct of the boys in the streets. The *Heraldo* article is inspired by an article in the Paris *Figaro*.

People like to know how such an idea originates and travels from country to country, for most of us know that simple things that prove to be great, and lead us to say "Why didn't I think of that?" do not come by accident, but generally come from men who have had a long preparatory training. Schoolmasters have lived and taught and died, from the beginning of civilization to the present time, who have known the principles involved in the School City, but have never organized them into a systematic and successful method for training all the children of a nation in morality and citizenship. What was the special training of Wilson Gill, that enabled him to successfully organize, as he has, certain forces of human nature for educational purposes, which have been neglected by educators up to the present time?

Mr. Gill comes of old New England stock, and his parents and ancestors, back to Governor Bradford of the Pilgrims, have been engaged in the organization of government and the industries of the country. He had considerable experience as an organizer and executive before he entered Dartmouth College and Yale University, where he was president of the Semi-centennial Law Class, class of 1874, and where he had an extensive course of instruction with special reference to executive labors. He was then, for many years, the executive head of a large manufacturing establishment, employing about five hundred men and finishing from seventeen to twenty railroad cars daily. This is equivalent to building and completing a village of seventeen good-sized houses every day.

The organizing and reorganizing work that devolves on the executive of such an establishment is great. He was the working member of the committee of three, General Alexander H. Webb and Judge William H.

Arnoux being the others, to write the constitution for the National Society of the Sons of the American Revolution. He made the plans on which was organized the Society of the Daughters of the American Revolution. He organized and is president of the American Patriotic League, whose Board of Managers has included many of the most prominent statesmen and scholars, including every President from Hayes to Roosevelt, and whose object is primarily to work through the schools for better citizenship. He was associated for years in the manufacture of agricultural implements with his father, who was also a farmer on a large scale. He was willing to give up the emoluments of a successful manufacturer and handler of men and machinery for the cause of education. That is why we have the School City in Cuba and other nations of the world seem to be reaching out for it.

Following is the article from the *Heraldo de Madrid* of January 9, 1902:

CIVIC EDUCATION FOR THE RUSTIC

The distinguished novelist, Marcel Prevost, who in his odd hours treats of political and social problems, and in a very advanced and radical manner, which he demonstrated during the famous Dreyfus case, in which he figured by the side of Zola, Anatole France, Octave Mirabeau, Reclus, Jaures, Clemenceau, Clartie, the sacred legion who combated for truth and justice, has published in *Le Figaro* a very notable article, *L'Education des Petits Paysans de France*—the education of the little peasants of France.

It is known that in the French chamber there has been presented a project, on which no definite decision has resulted, to secure the integrity of the suffrage.

Two methods dispute the solution of the problem: that of casting the vote inside of an envelope and that of isolating each voter in a booth in order that he may not be influenced or coerced by those interested in perverting his will and conscience.

The gist of the problem is that the rural elector will not vote. He will mutilate the ballot or leave it

blank when they oblige him to enclose his vote in an envelope or leave him alone in a booth to meditate on what his conscience dictates, in a general, departmental, or municipal election.

To decide for this or the other party, this or that form of government, is difficult not only for a rural elector; but it is so for higher intelligences and consciences more enlightened. The eminent Taine said in the preface of his great work, "*Les Origines de la France Contemporaine*," that the greatest difficulty of his life was when, in 1858, at the foundation of the second republic, his vote was asked and he did not know for what and for whom to vote; whether the nation ought to organize itself after the type and plan of a middle-class house, an aristocratic palace, a barrack, a phalanstery, or simply a camp of savages.

The rural elector is in France, as in almost every country, the number, the force, the mass, and he goes on elaborating slowly, unconsciously, the real national constitution, which is not written anywhere. The future of a country, and peculiarly so if its democratic organization is fundamental, belongs to the rural population, without which there is no durable legislation, nor in reality is anything changed, except on the surface.

Marcel Prevost says, with profound knowledge of the structure and essence of modern peoples, that in vain are decrees made and laws multiplied and constitutions promulgated, if the mass of the working people, and especially those of the country, are not associated in the work. The fourth estate is that which, in the last, governs, and the secret as to whether a society progresses or stagnates, depends on whether or not the reforms penetrate into the brains and hearts of the rural electors.

The legislators, he adds, who ten years after the war wished to establish in France the democratic regime, perceived well the point of the difficulty. At the base of the political edifice they placed the instruction of the rural laborer. To-day the peasant of twenty years, in all the municipalities of France, can read, write and count. Renovated from top to bottom,

the pedagogic methods are admirable. But it is not complete, for in the deskful of books which the child carries to school, there is lacking one volume, little as it may be: the civic manual, the epitome of the rights and duties of the citizen.

It is clear that the civic instruction of the peasant does not require a great number of lessons. Beyond the cultivation of the earth he need not mix in the functions of social life, except as soldier, as elector, and as juror. The state confiscates three years of his life, in which to teach him the vocation of a soldier. As elector and juror he serves his apprenticeship without any one to help him or to reach him a protecting hand before he comes to the ballot box and before he must serve on the jury. There is too much abandonment; there is too much confidence in his natural discernment and independence. Thus it results that the rural people know only by halves, and for the most part very badly, the duties of electors and jurors.

It has been proclaimed in the French chamber, and by no less an authority than the great statesman Waldeck-Rousseau, president of the council of ministers, that the rural elector does not know how to vote, because in most cases he is ignorant of the material act; for, though he can write, he does not know how to put the name he prefers on the ticket and how to throw it into the ballot-box. So that the more the act of voting is complicated, the less will be the probability of ascertaining the true will of the people. . . .

And for that condition, what is the remedy? The remedy, according to Marcel Prevost, as well as all others who think seriously and honestly on this grave problem, is in the primary school, because here is the only possible place in which to teach the rural laborer how to perform his duties as a voter and juror.

Of course it is not proposed to establish in the primary school a course of political economy and law. But if the child learns there the meaning of the things which to-morrow he will read in the newspapers, posters and manifestos without understanding them—such as capital, salary, estimate, sinking fund, mort-

main, land or personal tax, right of association, strikes, etc.—he will not continue to read newspapers as if they were a species of strange language, whose principal words escape his comprehension.

If in the primary school the child is exercised in the practical duties of the voter and juror, he will be delighted, as well as instructed, with these lessons, which will form in him the spirit of the citizen and accustom him, little by little, to decipher the mysteries of his high mission in the world, as partaker in a sovereignty, in a power, as an integral part of the government. If in the schools they train a child as a soldier, there should be no grave inconvenience or insuperable difficulty in training him as an elector and juror. If they can teach military exercises there is no reason for not instructing the child in the mode of voting and judging.

If it is necessary to train the child in military practices in the schools, it is doubly necessary to train him in performing the practical duties of the elector and juror, because, if the former may possibly be of practical use to him at some time in his life, the latter are sure to be indispensable at all times during his mundane existence, and there is no reason why they should not be in the curriculum of the schools.

This theme, which M. Prevost develops in a masterly manner in his article in *Le Figaro*, and which we submit for the consideration and study of those who, in Spain, wish to occupy themselves with the future of our democratic institutions, is Universal Suffrage and the Jury, without whose honest exercise in perfect freedom, independence and intelligence, no country is free.

MM. Marcel Prevost and Waldeck-Rousseau lament that the rural elector in France lacks capacity and intelligence in his august office of voter and juror, and that in a country where, according to these same gentlemen, backed by statistics, every elector can read and write. What would be said here, in a nation of illiterates; here, where twelve million Spaniards, out of sixteen millions, are deprived of the most elementary instruction, not knowing even the alphabet?

School City Symposium

CHAPTER XV

The Greatest Problem ever presented to Teachers Solved by the School City

BY PRINCIPAL C. R. DRUM, SYRACUSE, NEW YORK

PREFATORY NOTE

In the winter of 1899 and 1900, Professor James R. Hamilton asked me to come to Syracuse and tell some of his friends about my method of moral and civic training called the "School City." As a result of that visit several principals of schools adopted the method, and Mr. Blodgett, the Superintendent of schools, asked me to return and present the subject to the principals of all his schools. Some good seems to have come from that address, but I asked him to let me organize a school as a School City, which could stand as an object lesson, and practical illustration. He sent me to Mr. C. R. Drum, who was quick to see the philosophy of it and aid me in organizing his pupils as citizens of a municipality.

Interesting and valuable results followed the adoption of the method immediately. After half a year's experience with the School City, he made an address on the subject to an educational society, and now (July, 1902), after two years more experience, he finds nothing to cancel. In revising it, he has felt that he must give more emphasis to some points, but especially to the statement of its value as an aid to the building of good, honest, strong character and its fitness for children in the primary as well as upper grades. The revised address is given herewith.

Mr. Blodgett wrote January 6, 1902: "Quite a large number of our schools are using the School City in modified form with most excellent results. We are satisfied that it has more elements of strength and

character building than anything else that has been incorporated into our schools in many years."

Many who have not looked deeply into the subject are under the impression that it is a matter which should be left to the discretion of each principal to adopt or reject at his own free will. Instead of its being a fad for such treatment it is a matter of social and political necessity, far more necessary even than the teaching of reading, writing and arithmetic, which are but an indirect by-path that can never alone reach the proper goal of the public schools, which is good character and intelligent, faithful, prosperous, generous, co-operating citizenship.

New Paltz, N. Y., July, 1902. WILSON L. GILL.

THE TEACHERS' GREATEST PROBLEM SOLVED

WRITTEN IN 1900—REVISED IN 1902

BY C. R. DRUM, PRINCIPAL OF MONTGOMERY SCHOOL

Necessity for Training in Citizenship

The originator of the School City had in mind the necessity for training in citizenship. He saw the growing corruption among many people interested in local governmental affairs and a lack of interest among a large class of good people and that many citizens remain passive while others, for selfish reasons, are very active in public affairs. We all know that this condition of things exists, to a large extent, in this country to-day. It seemed to Mr. Gill that the solution of the problem lay with the children. If they could be made interested in government by acquiring the habit of taking a wise and unselfish part in government during that period of life when habits are formed, that interest would continue with them through life. They would be able to more intelligently assume the rights and duties of citizenship.

Text-book Instruction Not Enough

The learning of civics from a text book is good, but the application of knowledge is necessary to its becoming a part of the individual. "We learn to do by doing," is the truth which furnishes a very good

reason for the introduction of a municipal form of government into a school. The wrongs which will from time to time, creep into a School City may be skillfully eradicated by the principal of the school and important lessons in civic honesty and virtue taught at the same time. A jury, in deciding a case, rendered a verdict too severe for the offense. Upon inquiry, it developed that this severity was occasioned by the knowledge, on the part of one juror, of a wrong act committed by the defendant some time previous to the act for which he was on trial. This gave the opportunity to explain that the decision must be rendered in accord with the evidence presented concerning the case being tried.

If there were no other reason for the organization of the School City, the two stated above are enough, but those are not the only reasons.

Object of the Public Schools Promoted by the School City

The purpose of the public school has not been to teach politics, citizenship or religion, but to open to the child the avenues of knowledge, to awaken a desire to tread in those paths and to create correct habits of thought. In all these directions the School City has made the road more attractive, but, what is vastly more important, the School City has added two moral results to those ordinarily gained by the schools, which are valuable beyond computation, namely, *decision* as the result of thought, and *prompt action* as a result of decision.

In other words, the purpose of the public schools should be to give the child the power to make the most out of his environment for his own good, for the good of his fellows and of the community. The School City gives the self activity of the child a free chance to express itself and shows him how it may be done. The best element, with a little encouragement, will always stand firm for the right. Self activity which interferes with others' rights, as protected by law, is restrained or directed; and the per-

sons who enforce the law are their own fellows. The offenders are influenced more by the opinions of their classmates than anything else. Children learn more from one another than from the teacher. A child nearly always selects another child, a little older, probably, for his ideal. This principle works to excellent advantage in our method.

Character

To sum up what has already been said, the purpose of the School City is, and of the schools should be, to develop character. If the character be right, good citizenship must follow as a result. The right solution of the great questions which perplex us to-day must come through the elevation of the character of our people. The underlying purpose in the formation of a School City is to develop character by leading the children into an active participation in their own government, and the method has proved itself, thoroughly successful.

Public Conscience Killed to Wrongdoing

Activity for good is far better for character building than passivity. The world has many passive people, usually classed as "good." What the world needs to-day and in the future is active good people. Any person who has had anything to do with school work knows that in every school, run on the absolute monarchy plan, the well meaning children are passive. They see wrong doing, but do nothing to suppress it. They frequently go even so far as to shield the offender. The teacher is the one person whom all study to outwit. There is continual prevarication, if not absolute untruthfulness. The public conscience has, in a measure, been killed to wrongdoing by this passive education toward wrongdoing.

Tattling

To many, "telling" is "tattling." They feel no responsibility in the care of their own building and grounds. The sense of personal ownership enters few, if any, of their minds. The School City, properly supervised, dispells this illusion. Some will tell things

about others for the purpose of "getting even," but it is nearly always most uncomfortable for the tattler. Hence, there is less of it than under the old plan.

Good, but Lack Backbone

The majority of the people in this country intend to do right. They know, however, that certain things which transpire are wrong, but they lack the backbone of rightly trained character to step in the arena of public affairs and demand that right and honesty shall prevail. It is one thing to *know* the right but it is quite another thing to *do* it. There is no character growth in simply knowing. Knowing is only the second step in character growth. *Decision* and *action* must follow. Of those who know, a few decide and a less number act.

Very many of these people believe that for a young man of good character to enter politics is to ruin him. They advise him to keep out. If that condition of things is allowed to continue, it is self evident that the end will be disastrous. He cannot keep out, if he is to decide and act on questions pertaining to his country's welfare. Every man of character loves his country and her institutions. He must think, decide and act in their behalf. He who fails in any one of these, lacks in character, and his citizenship is of a low type.

The School City, as intimated above, successfully trains the children in every step of the process of making well rounded citizens, by giving them a chance and encouragement, not only to think, but also to decide what is right and to act for themselves as a result of such decision, in questions relating to their own government.

Children can be Trusted to their Great Advantage

This method for obtaining good order which places the responsibility upon the children themselves and makes them feel the responsibility, changes the whole idea of school management. It places the children upon honor. They feel that confidence is placed in them and they will not betray the trust. My faith in

children has increased very much since the introduction of the School City. I know that children can be trusted to their great advantage.

"I am a Citizen"

Montgomery School City is practically self-governing; it has its mayor, police justice, jury, chief of police, truant officer, policemen and common council. The citizens make, explain and enforce the laws. There are twelve wards. Each room is a ward. The citizens are active for good. While the keeping of order is delegated to the officers, each citizen feels his own personal responsibility and acts accordingly. Citizenship is taught. They breathe it in the very spirit of the institution. A lady met one of our small boys on the street and asked him: "Are you a policeman?" "No," he replied, and with promptness and evident satisfaction added: "But I am a citizen." They have been led to feel that to be a citizen is a great honor—the honor of responsibility and of personal proprietorship.

Their Business is to Serve

The officers are conscious of the fact that their business is to serve—to labor for the best good of all.

Vulgarity

Vulgarity is being rooted out. A large boy was disorderly in the hall. The officers on duty had spoken to him several times; he resented it as an infringement upon his personal rights. One noon in attempting to fight the mayor, he used indecent language. One of my teachers who happened to overhear the trouble came back from dinner ready to return to the old method of discipline. I felt discouraged. I presume people on the street called it a product of the School City idea. An ideal thing must work ideally, is the thoughtless judgment of many people.

Using the same argument every church member would be and do just right. The Christian system is ideal, but Christian people sometimes fail to do right. No sensible man will use that fact as an argument against the system itself. Soon the justice and a

policeman came. They reported the behavior and language of the boy, asked for and were granted permission to hold a special session of court. It seemed to them something that should be settled at once. The offender was tried, found guilty and banished from the School City.

Some Mothers are Wise

Later the mother came. I explained to her the situation. The mother was wise. Some mothers are wise. The boy returned to the School City after a few days and came before the judge a most humble penitent.

Public Opinion and Troublesome Boys

He found it impossible to withstand public opinion. Every citizen in his ward, except one, said the court had done right in suspending him. This occurred some time ago. That boy has done well ever since. He always caused trouble. Now he causes none. Other boys who were very troublesome have reformed. I could cite other similar cases.

Swearing

The swearing habit is being eradicated. A young Hebrew was brought before the court charged with swearing. Two witnesses testified to the fact; he finally admitted it. The attorney for the people, himself a Jew, taking two steps forward and making an emphatic gesture with his hand said: "And you, a Jew, one of God's chosen people, and take His name in vain! You have been taught better than that at German school. You have been taught 'Thou shalt not take the name of the Lord, thy God, in vain!' What kind of a fellow are you, any way?" The effect of that speech upon us all was wonderful. No teacher ever wielded greater influence for good.

Feel Better, Look Better, Are Better

Our mayor appoints the policemen in each ward and also the policeman for the care of halls and playgrounds. Our marching has improved. Our deportment and lining up in yard and basement is better

than ever before. The citizens seem to take a laudable pride in doing right. They feel better, they look better and they are better.

A Dirty, Disagreeable Girl

We had a dirty, disagreeable, tardy, runaway girl in one of our rooms. She was appointed a policeman. The change in that girl is marvelous. She is clean, agreeable, in school every day, and comes on time. She is a new creature.

Tough Boys

Superintendent A. B. Blodget has placed in a room in my building an ungraded school of about fifty boys of all ages and conditions. For the most part, they are the tough boys from neighboring schools. I confess that he gave me a hard proposition. I did not at once bring these boys into the School City, but did presently. By the School City method, those boys have been led to *think* healthfully, to *decide* justly and wisely, and to *act* promptly and courageously. They are themselves doing more to bring order out of disorder than both of their teachers, and this is by no means a discredit to the latter. The present judge of our School City is from that room and he is the best we have ever had.

A Better Relation to the Child

Since the school court settles with offenders the principal and his teachers are enabled to secure and maintain a more helpful, sympathetic relation with these same offenders. They treat us more as friends, and we are thereby enabled to sow the seeds of right conduct by kindly word and helpful admonition. We stand in a better relation to the child. It may be the exact same relation so far as we are concerned, but they see us now in a new light. They realize now that order is kept by the school for the school, and not by the teacher for his own special profit and pleasure. It is simply teaching concretely what all have attempted to teach abstractly. To a greater or less degree, there may be pupil control without ma-

chinery. Every good teacher works to that end, but in Montgomery the School City method has given a great impetus to its accomplishment, and for us has solved to our entire satisfaction the greatest problem that ever presented itself to teachers.

Life Easier for the Teachers

Some people may feel that this is a scheme to make life easier for the teachers, but that does not enter into our calculation. The question is, what is the best thing for the child? If the best thing for the child happens to make life easier for the teacher, as is the case with this method in our school, well and good. If not, teachers as a class are more than willing to bear any extra burdens for the good of the children.

A Cash Value of the School City

The other day I stood in the lower hall of Franklin school, which is governed by Mr. Gill's method. I was a stranger to the pupils. No teacher was visible. The children were entering the building in perfect order. I waited. Order seemed to be the first law of Franklin school. The time formerly spent in duties outside of their rooms saved to my teachers amounts in one day to five hours and twenty minutes, in one week twenty-six hours and forty minutes, in one year 214 school days. If the teachers are using that time in preparation of lesson work, at the present salary rate, the value to my school in one year is \$642. In Franklin school 321 days are gained, amounting to \$962 per annum.

Value in Character Growth

The value of the School City in saving the time of teachers can be calculated easily in cash; it can be seen readily in the teaching of civics, and in fact in the child's whole attitude towards his school work and school relations; but its greatest value of all is in the splendid aid it gives to character growth. I will not endeavor to compute the value of the School City in character growth, for we have no common unit of character measurement. But the value of this method

of helping the children to build good character on the only right foundation is so great that it is beyond computation.

Large Share in their Own Government

From what I have seen in my own school I am convinced that it is just, right and proper, and our duty as school officers, to give the children just as large a share as possible in their own government. If it is true that governments derive their just powers from the consent of the governed, and such governments, wisely administered, are powerful for the good of all the citizens, in no place can this truth be more easily and definitely observed than in a school governed by the School City method, administered by the children themselves and guided by a tactful and faithful principal.

In Primary Schools

I have found the primary children do very well with the School City. They do even better than the Juniors. Of course they have a very elementary form of government in the lower grades. The reason why it works with young children is that they are very suggestible. The power of imitation is at its maximum in young children. They delight to play that they are "Big Folks." In cities the officers of the law are constantly before them, therefore the School City appeals strongly to them. What they do is not from reason, but imitation. The educator who fails to use the laws of suggestion and imitation fails to use the most powerful levers for good.

The System Works Perfectly

To sum up the whole matter, Mr. Wilson L. Gill, the originator of the method, came up from New York and organized us. As a result, the boys and girls have made a better and a different place of Montgomery school. They have rooted out swearing and vulgarity. Prevarication and untruthfulness, which the teachers could not prevent, the children have stamped out. They feel that confidence is placed in them and they do not betray the trust. I know that

children can be trusted to their great advantage. I am present at all sessions of court. Judge or jury seldom impose an unjust sentence. The citizens are active for good. While the keeping of order is delegated to officers, each citizen feels his own personal responsibility and acts accordingly. It exerts an interest awakening influence.

I doubted its practicability for little children. Mr. Gill insisted on organizing them and it works well in the primary school. I have learned some valuable lessons from the School City method. I expect great things from it in the future. The children's parents and other people in the neighborhood have become interested in it. The School City is a character developer. There are three indispensable elements of good character, namely; 1st, vigorous, well directed thought; 2d, wise decision; 3d, prompt and conclusive action. Schools in general develop the first element and stop there, which tends to weaken and break down character rather than to build it up. That is why our schools have failed to reach up to the mark of their high calling. As a result, many people think all right, but fail to decide and act. Our schools should look after this. The School City furnishes the needed elements, by means of a thoroughly natural method and a well developed plan. I am glad to hear of its success in Cuba. Cuba has gotten first, what America ought to have had for fifty years.

I would never voluntarily revert to the old system of government by the teachers. The popular government method is the only one by which children of a republic should be educated. The School City method works perfectly.



CHAPTER XVI

Testimony of Graduates

OF NEW PALTZ NORMAL SCHOOL CLASS OF 1902

The class of 1902 of the State Normal School at New Paltz, New York, had between two and three years' experience as citizens of the School City. Having graduated and returned to their homes, in response to the request of their president they wrote their opinions on postal cards as follows. A few have not yet been heard from. President Kaine has added his opinion at greater length.

Susan Barlow: The School City has strengthened the character of each individual member of the school and made practical the idea of government.

Mary C. Doremus: The good done by the School City cannot be limited to a single paragraph nor to a hundred. The student who leaves our New Paltz Normal School without clearly defined ideas as to civic duties and civic privileges must be dull indeed; and to understand them is to take a conscious pride in that freedom which is the birthright of every American.

H. D. Torpey: It was a help to me. The children were more easily disciplined. It was both the cause and the means of moulding the characters of some children. In every way I found it a success.

J. DuB. Hasbrouck: I think it is a good thing.

Cornelia Macy: A school is best governed when every member aids in enforcing the laws wisely made for its government. The School City furnishes opportunities for this. Furthermore, it trains for future citizenship, fosters self-control and consideration for the rights of others, and creates true patriotism.

J. H. Ganun: Established and maintained with the proper spirit by teachers and students alike, it proves a very satisfactory method of government and a great help in familiarizing us with civic customs. But as

soon as the teachers fail to support it, it then, in my opinion, will become a mere farce. [It is a method for use of teachers. If an artist does not use his method, but leaves his brushes in the hands of children, of course they will do no good, but will make a mess. There is not the slightest difficulty in maintaining the students' interest if the teachers keep up their own.]

Margaret B. Lucy: The School City government is of great benefit to the young pupils and older students. It leads them to obtain self-control. It meets the needs of the students more than any other system, because it is by the students for the students.

Rebecca C. Cocks: The School City is of educational value. It is advantageous to students and teachers and practicable in a normal school.

Mary F. Lindholm: The School City has done much toward training for citizenship, self-control, and co-operation with others in the noble and important enterprises of life.

Adalena Denniston: The School City has given our students of the Normal School and grades not only an opportunity of acquainting themselves with the practical work in the forms of government, but it has helped in securing the development of self-governing power in the students themselves.

Sara K. Story: The School City ought to be in every wide-awake school. By means of it, the children are able to come into close relations with the workings of our government, thus making them more interested in the political affairs of their own town.

It forms a basis from which the child acquires his idea of what a true citizen ought to be. It has made children more tidy, also more thoughtful of others.

H. Belle Little: The School City has made the pupils in the grades more interested in their national government and laws than they would otherwise have been. As for myself, the School City has given me an insight in national affairs in a way which, no doubt, I would never have gained.

Katharine V. Mullen: The School City has many advantages. Under it one feels there is a strong government over him, yet he does not feel that cast-iron rule of the old form of school government. The children have a clearer knowledge of the form of government under which they live, and become better citizens.

Mabel S. Davis: I consider the School City the happiest, most profitable school organization I have ever seen in operation. I believe its success is due to the fact that every student is reached and participates in it.

Eva Keator: The School City has relieved the faculty from many cares, and the students have made practical the workings of our American government, an experience that no student can afford to do without.

Mazie F. Ward: The effects have been good, and we have gained what is of great importance, a knowledge of parliamentary law and of the workings of a democratic government, which we could not have grasped under any other circumstances.

Edna B. Tellerday: The School City has made the students more free than they were under the previous regulations, and to feel the responsibility that they must make a success of the School City, thus leading them on to endeavor to make a success of life.

Charles D. Coutant: The School City has done a great deal of good and has had its designed effect on the people of the New Paltz Normal.

Daisy B. Hitch: Carried on in a sincere and conscientious manner by all, the School City is a form of government greatly to be desired in our schools. It nourishes patriotism by means of giving a clearer insight into the workings of our country and its laws. It makes one independent and self-reliant by forcing one to meet, to estimate, and to decide problems for oneself. It broadens and beautifies the character by means of its just decisions since a person is loath to do wrong when his honor is put to the test. If it should be carried on in a slipshod fashion, with "winking eyes," it would be a curse to the commu-

nity, a hindrance to its civilization and a wrong to the individual. At New Paltz it has not been carried on in the best manner or the worst spirit.

Isaac Conklin: A School City is of several distinct values. Its chief value is to the students and it is by no means of minor value to a faculty. Standing in the student's position, I have enjoyed the benefits that it is their privilege to receive. I have had valuable instruction in civics, including organizations, elections, duties and powers of officers and court proceedings.

As a whole, it has done a great deal of good at New Paltz. It has instilled every one with the idea of his personal responsibility and duty toward every one in general, in order that he and every one else may enjoy the greatest privileges with the least possible friction. I am sure it has helped to solve one of the great problems of sociology of the present day and has accomplished much in this line and will do more, as improvements will come with time.

Alpha Rauch: I am in favor of the School City government. I believe it fosters a democratic spirit and cultivates the power of self-government which is very essential to one who is to help rule in a democracy. It cultivates the proper spirit and gives opportunity for the student to learn through real practice how a republic is carried on. It has been successful in securing order in the New Paltz Normal.

E. C. Clemens: The School City's advantages far exceed its disadvantages. Although one feels that there is a strong government over him, he does not feel that excessive restriction of the old form of school government. It teaches children, as well as older people, much concerning the form of government under which they must live. It gives a nobler idea of citizenship. I heartily approve of the School City.

Ida Kaiser: The School City, if well led by faithful teachers, is an ideal form of school government. While it is maintaining order in the schoolroom through the pupils themselves, it is also preparing the

young people to be good intelligent citizens. The School City is a great lesson in civics.

Frances Lewis: The School City is a success, but last year less attention was paid to enforcing the laws than in previous years, and that was a disadvantage.

Mabelle Clark; The School City arouses in the child the brotherly feeling, "Do to others as you would that they should do to you," and stimulates in older students the desire to act as citizens should act by giving them practical experience in performing civic duties.

Charles M. Deyo: The School City tends to arouse interest in city government, gives practical experience in submission to municipal authority and in the responsibilities of civic office, all of which lead to model citizenship.

Joseph M. Kaine: The consensus of opinion of my classmates is that the School City is a most valuable shaping tool, as Mr. Gill would say, for the use of the principal and teachers, and the enthusiasm and general good results are dependent upon their skill and faithfulness, of which these are an inevitable gauge. They must sustain their interest and give constant evidence that they are in deep earnest. These necessary conditions being given, good results in every direction follow with as much certainty as in all nature plants and fruits follow according to the seeds that are sown and the cultivation expended on them. For the School City, the seeds of truth, self-respect, conscientiousness, diligence, independence, kindness and the spirit of democracy should be planted; the garden should be watered, weeded and tilled, and the flowers will be fragrant and beautiful and the fruits wholesome. The hearts of little children are virgin soil, while those of older students have been worked over and are apt to be impregnated with the seeds of weeds.

We believe the School City is good for little children and older students, for keeping order, shaping character, lubricating the machinery of school life and giving knowledge and practice of the rights and duties of

American citizenship. In my own experience, nothing else has so much helped me to think on my feet and give expression to my thoughts, or given me the impulse to do that which I see ought to be done for our common good.

THE SCHOOL CITY IS EDUCATIONAL, PRACTICABLE AND
USEFUL ALIKE TO TEACHERS AND PUPILS

The School City is of Educational Value

Rebecca C. Cocks: In the mass meetings which are a necessity in the organizing and maintenance of government, the students get drill in parliamentary practice, which will be of use to them in any sphere of life.

The term "civil procedure" is often heard, but its full meaning is learned only by actual service, and for this the School City provides. Thus methods of civil procedure are forcibly taught alike to boys and girls. The civil service in school creates a lively interest in political government, which could not otherwise be obtained. The mayor, sheriff, policemen, etc., of the School City are aroused to study the duties of their various offices and to learn who are filling those offices in the larger world. The knowledge thus gained of laws and the methods of enforcing them will be conducive to habits of obedience not only in school but also in the broader life of the citizen which follows.

The discussions which arise in the mass meetings and the courts afford excellent training in logical thought and clear, concise expression. True, this exercise may be had elsewhere, but it may lack the interest which it never fails to have in connection with the School City.

The teacher in the ordinary public school has the responsibility of governing others, and for this should be prepared by self-government in the Normal School. If pupils in a Normal School are not able to govern themselves, they surely are not to be trusted with the government of others. A student is strengthened by independence and enabled to think and act without supervision.

Lastly, the School City teaches regard for the rights of others, which is an essential of good citizenship in any community.

The School City is Better for Students and Teachers

A student tried in the court of the School City is convicted on the testimony of fellow citizens, who are striving to protect their government and to advance the interests of the School City. The student arraigned may demand trial by jury and may be given every chance to prove his innocence. More important than these, the students who best know their own needs in government may supply their needs through the School City; and the exercise of this right will secure unity of interest.

If the laws are made by the students, every citizen is responsible for their execution, and the absence of the teachers will not be a signal for disorder. The teachers thus relieved of all police duty, may give undivided attention to instruction and inspiration; and the friendly feelings between faculty and students which are a result of self-government will do much to enable all to do their best work.

The School City is Practicable and Successful

The School City is practicable. It has been used in our school for several years and proved to be successful in many respects and directions, of which the following is but a partial summary: in improving the spirit of school life; in saving time for both teachers and pupils; as a form of government to preserve order, and thus relieving the teachers to a large extent of that element of labor, the maintaining of discipline, which is the greatest source of worry and hinderance to the accomplishment of the chief objects of a school; in arousing and maintaining an interest in the study of citizenship and civil government; as a means of shaping the character of the pupils; as a pretty accurate thermometer to show the degree of warmth of the teacher's interest in the pupils and enthusiasm for the educational welfare of the school.



CHAPTER XVII

Other Teachers' Testimony

CARELESS, INATTENTIVE—HOW THAT BOY HAS GROWN!

Since writing my last letter to you, in which I said I was afraid of the judicial department of our government, my experience has led me to see that it may perhaps after all, be the very strongest element in the whole plan; and I must confess that not once yet, have any mistakes been made, so far as I can see. The judicial department stands for the will of the school, and culprits, who have been called before the court, find their greatest punishment in the fact that they are on the unpopular side. We do not have a formal trial, but the judges use the office and what they say and do is not recorded. That they give more attention to pleading for right doing in the future, rather than to extensive penalties, I have had opportunity to know.

You ask me of the moral effect upon our pupils of having this responsibility placed on them. The effect has been to stimulate growth in the true elements of character; a conscious aiming for the highest results in self, and a reaching out to others in a helpful spirit. Our mayor has illustrated this, as have others. He is a popular boy and wellmeaning at heart, but last term a trial in the school room. He was careless in deportment, inattentive in his recitations and full of boyish pranks. His election caused me a little worry, but it told upon him. At first, he reformed outwardly—it was necessary that he should—but he soon found that he had deeper work to do in himself than anywhere else, and *how that boy has grown!* With others the same good work is going on.

Next year I think we shall do much better—experience is our teacher and our enthusiasm is great. The School City is certainly the right method for training our young people.—Estella B. Nye, Minneapolis, Minn.

BEST YEAR — WITHOUT IFS OR BUTS

Worcester, Mass., April 10, 1902.

MY DEAR MR. GILL:—

I remained in Walpole last year, largely that I might try the School City. I knew my school was ripe for it, and it was because of this that Mrs. Bird was instrumental in getting you to come. I shall never regret that opportunity. We had a successful city and enjoyed the BEST year of school work that it has ever been my good fortune to witness. The teachers had no reprimanding to think of, no parceling out of punishments, no chance for the engendering of unkind feelings against us; in fact it was a pleasure to teach and not have to be on the lookout for the mischief-maker. I sat about in the schoolroom as I would at home with never a thought as to whether Tommy was not doing what he ought or whether Mary was applying herself to her work. The sudden growth of personal responsibility made all such care needless. In watching out for the welfare of the city the individual pupil watched himself more closely.

I do not mean to suggest that everything went smoothly all the time, for that would not be reasonable, but I do mean to say that the School City made things go at least two hundred per cent better and at the same time reduced the expenditure of worry and anxiety on my part. Though some pupils were at first opposed to the plan, before the close of the year no voice was to be heard except in its approval. I assure you that you can depend upon me to approve the plan of the School City without ifs and buts. When I say this I take it for granted that the teacher is interested and ready to do his part, but that is taken for granted, for, as you say, it is a method for the use of the teacher, and if he drops it, it is as if the sculptor had dropped his mallet and chisel.

I am heartily in favor of the School City and ready to give it my support whenever and wherever I can.

Wishing you every possible success in your work, I am— Yours Sincerely, ALLEN LATHAM.

GOOD RESULTS IN IDAHO

From the Idaho Industrial Institute Gleaner

For none of the invaluable services of that incomparable patriot, Wilson L. Gill, is the nation more indebted than for his latest idea, that of the School City.

The December *Review of Reviews* gave an account of several schools in different parts of the United States which have put President Gill's idea into successful practice, and its writer hazarded the statement that the School City was likely to be attended by a greater degree of success in the West than in the East.

New methods are more easily adopted and practiced where there is least of custom and precedent to overcome, and in Idaho, for instance, the people are accustomed to a greater degree of personal liberty than the citizens of the older States possess.

Young men and young women who have grown up in the freedom of the mountains have a strong distaste for the absolute government which obtains generally in schools. Such government, moreover, is contrary to the spirit of a democracy, and unfits rather than fits our students for civic life. But neither boys nor girls are proof against the charm of organizing, legislating and executing laws for themselves.

The importance of putting pupils on their honor has long been recognized, but every teacher knows that the student's code of honor is often sadly at variance with the highest interests of the school, and neither teachers nor students should demean themselves to become spies in the interest of law and order. But throw the responsibility on the class to be governed, and interest, honor and public welfare are no longer at variance, and success is achieved in three directions—the school machinery works without friction, a practical knowledge of civics is attained by every pupil, and the teaching force is relieved from the wearing details of government, to be expended in the actual education of the pupil.—Jane M. Slocum, LL.B., Ph.D.,

Principal of Ladies' Department, Idaho Industrial Institute. The following issues of the same paper, give interesting accounts of the School City work and success.

MANAGEMENT GREATLY FACILITATED AND IMPROVED

The lesson to the child of self-government in a practical form, as taught by the School City in the daily performance of its duties, the constant and continued recognition of its motto, and the natural willingness and love in the child to imitate its elders, all unite to make for character and manliness.

The primary child has little grasp of mind, and yet I am very willing to attest to the fact, that in Public School 31 in the short time devoted to the School City the many very necessary details that go to make successful and intelligent management were greatly facilitated and improved by the aid of the underlying principles of popular self-government and the necessity for practicing these principles.

I gave up the principalship of School 31, in the Hebrew quarter in the lower "east side," for that of No. 168 Primary in the upper east side, where the population is mostly such that it needs every possible help to enable it to understand the principles and right practices of American citizenship. It has been my intention to organize my pupils as citizens of a School City, for the social and political betterment of the community, as well as the educational benefits of the school itself, but the school is large and the situation most difficult, and as the effort of organizing is considerable, I have let the matter wait, in the hope that you will organize this school for me, as you did No. 31, in 1898, in the presence of Rev. Thos R. Slicer and Mrs. J. R. Lowell. I shall be ready for this, any time you may be in New York and will take the time to start the work for me.—Milcent Baum, Principal, P. S. 168, New York City.

Public School 61, Primary Department, 169th Street and 3d Avenue, New York City. Last term we organized the School City with the boys of the second and

third years as citizens. They were taught that their greatest privilege was the right to vote. It seems to me that if the children learn nothing more than the sacredness of the ballot, your method ought to meet with universal approval. It, however, goes further and successfully teaches the individual to be selfrespecting and selfgoverning. Our first mayor was a boy of Italian parentage, whom I feared I should be obliged to suspend. After his election, he caused no further trouble. He felt keenly the responsibility of his position, and was not only deeply interested in the welfare of the school but obtained and preserved better order than we had before succeeded in getting.—Kate Van Wagenen, Principal. September 12th, 1902. [Miss Van Wagenen remarked, that following the organizing of the School City the order in the halls, stairways and play grounds was so much improved that she reduced the number of teachers who perform police duties there, to one half, and still has better order than by the old method. This is a school of 37 classes

During the last three years we have seen some of the most important phases of school reform worked out at New Paltz. . . . Especially is it noteworthy that the usual machinery of school organization has for the most part been left to stand idle and the student body left largely free from arbitrary restraint, to develop, as individuals and collectively, such resources as have lain within it. Once some of us would have looked for serious results of such freedom, but they have not followed. The school is successfully governed, for the most part by itself—better governed than it could be by any force from without, because governed with less of antagonism and more of ready co-operation; with less of mechanical routine and more of spontaneity and life; better governed not only in the sense of being restrained—for restraint is not the only element in good government—but better governed, too, in the sense of being set actively at work for the good of the whole.—JEANETTE E. GRAHAM, Instructor in Psychology.

Legislation

CHAPTER XVIII

Mobs, Anarchy and Threatened Destruction of American Institutions

A PARTIAL ANTIDOTE

Last winter (1901-2) Hon. William S. Edwards, President of the House of Representatives of the State of West Virginia, visited Cuba, and seeing the excellent results of the School City there, expressed the opinion that American, as well as Cuban children were entitled to be taught how to be good citizens and trained into the habits of exercising their rights and performing their duties as such; and further, that in view of the fact that the spirit of anarchy is showing itself in every part of the country, by means of violent mobs of men and women in open rebellion against the laws of the States, endangering the very foundations of our Republic, the preservation of our American institutions, demands that the millions of children of these men and women who, on slight provocation, are ever ready, when a leader shows himself, to defy the law and even the army, shall be trained in the public schools to understand, as their parents do not, the spirit of American liberty and of our institutions, and trained to accept and defend them; and that provision ought to be made by the legislatures of the States, requiring that all the children of the Nation shall be thus enlightened and trained.

He said that a general law should be draughted, that might be passed by the legislatures of all the States, and that he would make such a draught on his return to Charleston. The draught which he made is printed herewith under the title "Joint Resolution."

Previous to this, the same idea having been presented to several members of the Ohio legislature and

State officers, on consultation they draughted a bill, a copy of which is printed herewith, and followed, by another draught made on the advice of Judge Edward Kibler, a member of the commission to prepare a municipal code for the State of Ohio.

The United States government, as well as each separate State, spends a vast sum of money annually, that it may have an army in readiness to put down anarchy and rebellion after overt acts have been committed. Is it not quite as important that at least some small amount shall be spent on this ounce of prevention? Is this not as important as the distribution of seeds to farmers, and young fish to the rivers?

No one doubts the value of the government's efforts to improve the food products of our country, but what avail are such endeavors, if nothing is done to eradicate the steadily increasing disease of tens and hundreds of thousands of men, annually dropping their work, enforcing idleness on others who wish to work, committing unlawful depredations, defying the police and military powers of the government, and causing great losses and distress to their own families and the entire nation? Powder, balls and bayonets are used as a medicine, but they are not radical, they do not go to the root of the disease. They check it, temporarily, at enormous cost, but they irritate and the sores break out in other spots. It is a disease of moral and civic ignorance and lack of moral and civic training, which is not furnished by the mere teaching of reading, writing and arithmetic, or even geography, botany and astronomy. There must be direct work for character building.

This legislative action cannot be brought about unless some person makes a business of attending to it, and no fund exists for such a purpose. This statement is made here in the hope that some one who may appreciate the importance of this thing, and is able to do so, will help financially to forward the cause. The draughts of bills are printed for the convenience of those who may take up the matter practically.

Be it enacted by the General Assembly of the State of Ohio:

Section 1. That the Governor of the State is hereby authorized to appoint three persons to prepare a form of government, democratic in its nature, for use in the public schools throughout this State.

Sec. 2. The persons so appointed shall compose a commission to be known as the School Government Commission, and any vacancy occurring therein shall be filled by appointment by the Governor.

Sec. 3. Such commission shall devise a form of school government by the pupils, under the direction of the teachers, which shall serve the purpose of maintaining order in the school and of giving such moral and civic training to the pupils as will fit them for the performance of the ordinary duties of citizenship, and said commission is hereby empowered to use such means as may be necessary to put the same in operation in all the public schools throughout the State.

Sec. 4. There is hereby appropriated out of any funds in the treasury of the State, not otherwise appropriated, the sum of fifteen thousand dollars to defray the cost of the work herein contemplated, to be drawn on the warrant of the auditor of the State, payable to such persons, in such amounts and at such times as the Governor may approve and order.

Sec. 5. This act shall take effect and be in force from and after its passage.

Judge Kibler, Ohio State Municipal Code Commissioner, having criticised the above bill, the bill that follows was drawn in accord with his suggestions. I had not then the time necessary to prepare a School City charter, conforming to the proposed new municipal code. General Wood had already requested me to go to Cuba for a similar service in connection with the Government and I had to make preparations. For that reason the work in Ohio had to wait for some future time. The present seems to be especially appropriate to take up this work in Ohio, since a special session of the legislature has been called to enact a new municipal code.

7-th General Assembly, }
 Regular Session. }

H. B. No. ———.

A BILL

To authorize a form of popular government for use in the public schools, for moral and civic training, and to put it in operation; and to make appropriations therefor.

Be it enacted by the General Assembly of the State of Ohio:

Section 1. The form of government, democratic in its nature, described in the following charter, shall be used by the teachers for the purpose of maintaining order in all the public schools throughout the State and of giving such moral and civic training to the pupils as will fit them for the performance of the ordinary duties of citizenship.

[Here follows the School City charter adapted to the form of municipal government in use in said State.]

Sec. 2. The Governor of the State is hereby authorized to appoint a person to supervise the introduction of this form of school government into all the public schools throughout the State and its use after introduction.

Sec. 3. Boards of education in the cities throughout the State are hereby directed to take such action as may be necessary to facilitate the introduction and maintenance in all the public schools of said form of popular government of the pupils for the purpose of school discipline and moral and civic training.

Sec. 4. There is hereby appropriated out of any funds in the treasury of the State, and not otherwise appropriated, the sum of ten thousand dollars to defray the cost of the work herein contemplated, to be drawn on the warrant of the auditor of the State, payable to such persons, in such amounts and at such times as the Governor may approve and order.

Sec. 5. This act shall take effect and be in force from and after its passage.

